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ABSTRACT

The report describes the Dissemination Model Assistance Project (DMAP), designed to assist state education agencies to comply with requirements of P.L. 94-142 (The Education For All Handicapped Children Act) for a comprehensive system of Personnel Development, specifically the dissemination and adoption of proven practices. The project drew on existing state resources by stimulating current mechanisms for dissemination and adoption. Efforts of the DMAP in four states are detailed: Connecticut and North Carolina (sites of the original Dissemination Assistance Projet), Vermont, and Delaware. Evaluation data indicated that DMAP staff provided four to eight on-site consultation visits to each state and developed 15 replicable products for other interested states. Key features of the approach are seen to include networking, collaborative decision making, outreach to local education agencies, and modeling and coaching as a technical assistance strategy. The bulk of the report is composed of appended information, including the following program products: Connecticut's Promising Practices System Evaluation Report, Delaware's procedural manual for Project IDEA (Identifying and Disseminating Educational Alternatives), North Carolina's Procedural Manual for Model Services for Exceptional Children, and guidelines for Vermont's Building-Based Staff Support Teams Program. (CL)

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DISSEMINATION MODEL ASSISTANCE PROJECT (DMAP)

FINAL REPORT

JANUARY, 1985

Submitted by:

The NETWORK, Inc.
290 South Main Street
Andover, Massachusetts 01810

Prepared by: Marie T. Hoffman, Project Director

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1.0 OVERVIEW

The Dissemination Model Assistance Project (DMAP) proposed to assist hard-pressed state education agencies in their struggle with the CSPD requirements of P.L. 94-142, specifically those dealing with the dissemination and adoption of proven practices. The NETWORK, Inc., drawing on nearly two decades of success in the research and practice of school improvement, developed a rich and interlocking network of consumers, sellers, and sources of information.

This project built upon The NETWORK's successful Dissemination Assistance Project (DAP), funded by the Handicapped Personnel Preparation Program in 1981-82. In the DAP project, CSPD Task Forces in Connecticut and North Carolina were assisted in developing and pilot testing two distinct statewide Dissemination Models. Because of funding limitations, the second and third years of the DAP project were eliminated, precluding the proposed dissemination of these models to additional states. Constrained within 10 months of project activity, DAP achieved tremendous success in igniting SEA staff in both states to initiate comprehensive dissemination programs. These efforts laid the groundwork to assist other states throughout the country in identifying and disseminating the most unique, exciting, innovative and potentially exemplary special education practices within their boundaries.

The Dissemination Model Assistance Project continued our efforts in Connecticut and North Carolina and initiated similiar activities in Delaware and Vermont. In the original states we expanded and refined the Dissemination Models by identifying new promising practices and targeting additional local sites for adoption. In Delaware and Vermont we assisted SEA staff in adapting the models to their particular needs and conditions. These efforts led to promoting the effectiveness and exportability of the models, and they represent the first step toward disseminating these models to other states throughout the country.

The project maximized the use of existing state resources by stimulating and enhancing current mechanisms for dissemination and adoption. The intent was to imbed knowledge, training, tools, and procedures that would withstand transitions of personnel.

The project staff have extensive experience in assisting SEA personnel in the areas of dissemination and adoption of promising practices. Acting with state level staff and with the support of OSE, the Dissemination Model Assistance Project made a significant contribution to realizing the ambitious goals of the Comprehensive System of Personnel Development in P.L. 94-142.

In short, all of those responsible for the implementation of P.L. 94-142 are aware that the CSPD is probably the most difficult aspect of the law to implement. In all four states, DMAP met the objectives for the technical assistance efforts and goals for the

SEA staff. Sections 2 through 5 provide a scenario of our activities in each state. Section 6 of this report outlines the goals as well as the accomplishments that produced these results. In the last section of the report we conclude with a summary of the technical assistance approaches we used with the states. Appendix A contains letters of commendation received from each agency. Appendix B1-4 contains sample products and materials that were developed for each state.

2.0 THE CONNECTICUT STORY

In 1981-82, the Bureau of Student Services at the Connecticut State Department of Education requested assistance in developing and implementing a system to identify promising practices and to assist local education agencies in the dissemination and adoption of such practices. In 1983-84, Bureau of Student Services Chief, Tom Gillung, requested the Dissemination Model Assistance Project to evaluate the Promising Practices system and propose recommendations for future policy implications.

A synopsis of our intermittent work in Connecticut reveals the following:

In three years, 61 Promising Practices were identified from 38 Connecticut towns.

In 1981-82, 33 practices were found in six targeted areas:

- Parent-School-Community Partnerships
- Assessment
- Personnel Administrative Burden
- Vocational Education
- Student Support Services

In 1982-83, 19 practices were found in six targeted areas:

- Vocational Education for Handicapped Students
- Programs for the Gifted and Talented
- Teaching the Non-Handicapped Community about the Handicapped
- Successful Practices in Student Support Services
- Programs Focusing on Problems Generated by Changing Family Structures
- Collaborative Approaches to Develop In-School Programs to Prevent School Drop-Outs

In 1983-84, nine practices were found in eight targeted areas:

- Evaluation of Special Education
- Technology to Improve Special Education
- Effective Parental Participation
- Identification and Programming for the Handicapped Gifted
- Vocational Skills Training for Handicapped Students
- Successful Practices in Meeting PPT Mandates
- Innovative Uses of Interdisciplinary Teaming
- Career & Vocational Guidance for the Handicapped

During this period, the Dissemination Model Assistance Project provided the Bureau of Student Services consultation, training to SEA and LEA personnel, implementation assistance, exemplary practice/dissemination use, and evaluation.

As requested, we produced a Promising Practices Evaluation Report. Appendix B1 contains the result of our work in Connecticut, the "Connecticut Evaluation Report." The report is as much a reflection of what the Bureau personnel needed to know about their system as it is a formative evaluation of that system for improving and planning future activity.

We conducted a survey of 34 field practitioners and asked them 24 questions about promising practices. The results of that survey are contained in Sections I, II, and III of the Connecticut Evaluation Report.

In addition to the survey, we held in-depth conversations with two LEAs. Originally, we had hoped to make these case studies so that we might inform the Bureau of the special qualities of promising practices. This plan was modified because of time constraints and a desire to use a larger sample in our survey. The summaries of conversations with personnel from the two towns are contained in Section IV of the report.

Section V is a resource allocation chart that summarizes the amounts of time and money invested in this effort.

Section VI is a collection of anecdotes from interviews with personnel inside and outside the Bureau of Student Services. It contains comments on strengths, weaknesses, and concerns and is not highly edited material. We believed it was important for the Bureau to compare their comments with those in the field. We also believe that Bureau personnel will be able to compare the comments with their own perceptions, thus clarifying differences and elements of support within their organization.

Lastly, Section VII contains recommendations based on all the information collected. Trends, implications, and "food for thought" are described here.

3.0 THE DELAWARE STORY

The first two months of the DMAP Delaware project were spent collaborating with Delaware SEA staff to develop an action plan that would meet the CSPD needs of Delaware schools and the goals of the Dissemination Model Assistance Project. In order to avoid frustration and duplication of efforts, we adapted procedures, materials, and strategies deemed successful from Connecticut's earlier efforts. There was a consensus among the state CSPD Task Force, their Regional Resource Center, and DMAP staff that Delaware needed to identify a system that would be appropriate for a small state with limited resources.

During the next phase of the project, DMAP staff collaborated with SEA personnel to develop what is now known as Project IDEA (Identifying and Disseminating Educational Alternatives). DMAP staff were instrumental in reorganizing SEA resources and manpower so that a part-time Dissemination Specialist could be hired to oversee this effort.

To meet other SEA needs and priorities, Project IDEA sought to find promising practices in the following areas:

- Least Restrictive Environment
- Emotionally Disturbed
- Vocational Education for the Handicapped in Regular Secondary School Settings
- Transition from School to Work
- Early Childhood
- Cost-Effective Related Services

Products for Delaware are included in Appendix B2. We developed a Project IDEA brochure for dissemination to other SEA staff and local educators. We developed a procedural manual outlining the philosophy, criteria, and procedures for a promising practice program. We developed a resource guide to be used in training local agencies on how to be a successful practice for replication. We also provided training, awareness, and consultation at Delaware's annual summer Leadership Institute. We assisted SEA personnel in developing a job description outlining roles and functions for the Dissemination Specialist to be hired at the Red Clay Learning Resource Center.

The Dissemination Model Assistance Project responded to all of Delaware's requests and provided eight on-site consultation visits as well as training to a variety of SEA personnel. In essence, it gave Delaware SEA staff the knowledge, tools, and materials to implement this innovative program.

4.0 THE NORTH CAROLINA STORY

The Division for Exceptional Children at the North Carolina State Department of Public Instruction is committed to improving services and programs for handicapped secondary students. We were requested to: 1) provide technical assistance to a variety of SEA personnel in developing a model services program; 2) develop materials and products for dissemination of this program; 3) train appropriate SEA and LEA staff in executing this new program; and 4) conduct a national search of exemplary school-to-work transition programs. In order to accomplish these priorities, the Director for the Division of Exceptional Children brought a regional staff member to Raleigh to work full-time on getting this program off the ground.

Other SEA personnel were instrumental in providing assistance to us with our work in Vermont. DMAP staff were able to adapt North Carolina's Building Based Support Team program to meet the needs identified in Vermont.

In summary we were able to assist North Carolina agencies in the following ways.

In conjunction with the Coordinator of Program Development Services, DMAP designed and produced a dissemination brochure for the Division of Exceptional Children. The Model Services for Secondary Exceptional Children brochure outlines the rationale for Model Programs, the process to be used, and the criteria necessary to be involved in this program.

We were looking for programs with exemplary practices in the following areas:

- Partnerships
- Vocational Curriculum Development
- Transition from School to Work
- Vocational Assessment and Planning
- Staff Training and Development

DMAP also developed and produced a procedural manual for Model Services for Exceptional Children. The manual outlines the purposes of the program as well as procedures and processes for nomination, screening, and on-site evaluation. The manual also describes all the forms and instruments that will be used to identify and disseminate these practices. This project developed a set of transparencies for SEA personnel to use in promoting awareness of the Seconday Model Services Program. DMAP provided ongoing training to SEA central and regional staff that were to play a key role in the implementation of this program. SEA and DMAP staff jointly presented an awareness session to 150 local administrators attending a Summer Leadership Institute.

In responding to North Carolina's request for a national search of school-to-work model programs, we asked staff at Harvard University's Guttman Library to assist us. We also worked closely with the Northeast Regional Resource Center to avoid duplication of effort.

We initially reviewed 246 citations of reports, journal articles, papers, and teaching materials. We narrowed our choice to 92 and further narrowed our actual printout of sources to 20. A packet of document resumes with file numbers was submitted to the SEA so they could access all this information on their computer. In addition, we used Special NET's dissemination project. One of the results of this search was that we were able to develop for the SEA a list of characteristics of successful transition programs.

We are very pleased with our work in North Carolina. The SEA has continually demonstrated a high degree of commitment and priority to the work DMAP executed in the state. We feel the process and assistance provided here could serve as a model to other states across the country.

5.0 THE VERMONT STORY

DMAP services to Vermont's Special Education Unit changed during the course of the year. Originally, we were to provide assistance in developing a promising practice system unique to this state. Several factors affected our ability to do much for the first three months of this project: 1) the Commissioner was reorganizing the entire SEA, so that we worked with "several changing players," and 2) the death of Jean Garwin and the resulting loss to Vermont and special education further complicated who was doing what and when with DMAP staff.

However, we were asked to provide needed assistance in another way. Vermont was in the midst of reassessing and redefining its learning disabilities procedures. Special education personnel were very interested in finding preventative and/or intervention models that would assist regular educators in working with special needs students. DMAP staff began to share the North Carolina Building-Based Model with Vermont. As a result, SEA and DMAP staff jointly developed a program for disseminating throughout the state model practices that used building-based support teams. We successfully disseminated this practice to six adopting buildings in six different Vermont school districts. In addition, this effort included:

- the development of a Building-Based Support Team booklet (Appendix B4) to help in the dissemination of building-based support teams;
- the purchase of two national videotape models for SEA dissemination and awareness to local educators;
- a two-day training workshop for regular and special educator administrators along with a training leadership package of materials; and
- a two-day training workshop for adopters with a replication training package for each building.

Originally the Vermont SEA reviewed three national models at length. They were: the University of Arizona's Technical Assistance Team (TAT) model; the Wake County, North Carolina, model; and the Hampshire, Massachusetts, Facilitator Team model. After much consideration, the Vermont SEA chose a combination of the North Carolina and the TAT model for replication in their state. They felt this particular model would be most responsive to their needs and would provide an alternative to reassessing their LD guidelines. Based on criteria jointly developed by SEA and DMAP staff, six Vermont LEAs were chosen to participate as pilot sites:

- Washington Central
- Addison Northeast
- Bellows Free Academy
- Rutland Southwest
- Lamoille South
- Franklin Central

During the summer of 1984 we trained administrators and adopters in implementing the building-based support team concept. The six pilot sites will receive follow-up consultation and on-site assistance from designated SEA personnel.

Both the SEA and six pilot districts plan to continue their involvement in the dissemination of this concept. This commitment is represented in the following planning activities underway in Vermont:

- All adopting buildings have begun plans for disseminating to another building within their district. These plans include the development of forms and procedures for use by the teams, providing awareness materials to buildings within the district, and inservice training for support team members.
- Each adopting district has plans to write an article on their building-based support team for the local newspaper(s).
- Support team members will be able to get service unit credits for their participation from state universities and colleges.
- The SEA is funding and providing training and materials for replication to any local agency that wants to participate.

Vermont is a rural state with limited resources. DMAP staff believe the commitment of SEA and pilot site personnel to further carry out the work of this project will definitely improve communications and service delivery to both regular and exceptional children.

6.0 GOALS/OBJECTIVES/ACCOMPLISHMENTS

> "CSPD is the hardest part of 94-142. CSPD Coordinators either do not understand it and are frustrated -- or they do understand it and are really frustrated."

> "It's a process, involving a lot of people in decision-making . . . . Nobody is trained to work that way and it all comes to a crunch with the CSPD."

> "Impact on local school districts is crucial. Raising up the teachers to meaningful roles in dissemination is a good idea -- consumer education should be emphasized."
>
> ". . . dissemination can be the key to the CSPD."

The quotations above, extracted from hours of conversation with State Directors and CSPD Coordinators, tell the tale. In today's turbulent world, meeting the multiple personnel development mandates of P.L. 94-142 and Section 504 is a formidable assignment. New, productive linkages must be formed -- linkages between practitioners and those with knowledge to aid them (IHEs), leadership to guide them (SEAs), services to supplement theirs, and support to sustain them (parents and concerned others).

The Dissemination Model Assistance Project was designed to provide direct assistance to state education agencies in developing effective strategies to fulfill the dissemination and adoption requirements of CSPD. It creatively sought the most promising solutions to new problems faced by both state and local agencies.

The project was built upon the tremendous success of the Dissemination Assistance Project (DAP), funded through the Personnel Preparation Program in 1981-82.

This section describes the goals outlined in our initial proposal and identifies project accomplishments.

Goal 1: To expand and refine the Promising Practices Program in Connecticut.

Outcome 1.1 We provided ongoing assistance to the Connecticut Department of Education to further develop, assess, and disseminate their program.

Outcome 1.2 We adapted and replicated parts of the Connecticut model to North Carolina and Delaware.

Outcome 1.3 We provided some form of assistance/consultation to 61 Connecticut Promising Practices.

Outcome 1.4 We developed four products to further Connecticut's dissemination and adoption efforts.

Outcome 1.5 We evaluated the effectiveness of their program and outlined future trends, recommendations and policy implications.

Goal 2: To expand and refine the Building-Based Support Team Model in North Carolina.

We did not need to meet this goal. In the interim 1982-83 (when we were not receiving DAP funds), the SEA carried through its commitment to expand and refine the BBST model. At least one building in every school district in Region II is implementing this concept. Therefore, this project renegotiated work and produced the following:

Outcome 2.1 We adapted and replicated the North Carolina model to meet our clients' needs in Vermont.

Outcome 2.2 We developed a Secondary Model Services program to meet the needs of North Carolina handicapped youth.

Outcome 2.3 We conducted and provided a national search on successful school-to-work transition programs.

Outcome 2.4 We developed five products to further North Carolina's awareness, training, and dissemination efforts.

Outcome 2.5 We developed and provided a prototype model for collaboration within and outside the state education agency.

Goal 3: To adapt the dissemination models developed in Connecticut and North Carolina to the CSPD needs of Delaware and Vermont.

Outcome 3.1 We helped state agency personnel in Delaware and Vermont, respectively, to identify their needs regarding the dissemination and adoption requirements of CSPD.

Outcome 3.2 We developed procedures for selection and evaluation of promising practices and dissemination capacity building in all four states.

Outcome 3.3 We adapted, refined, and provided products for training and implementation in all four states.

Outcome 3.4 We trained appropriate SEA staff to better prepare local practitioners for replication of programs in each state.

Outcome 3.5 We developed procedures for helping local practitioners adapt their practices for potential adopters.

Goal 4: To create linkages among and between state agencies and the numerous resource systems available to assist them in full implementation of CSPD.

Outcome 4.1 We linked participating states to exchange information, procedures, and strategies for meeting the dissemination and adoption requirements of CSPD.

Outcome 4.2 We networked participating states to other states and regional resources in personnel development exchanges.

Outcome 4.3 We linked participating states to existing networks in special education and personnel preparation (i.e., SpecialNET, Dissemin/Action, Cooperative Manpower Planning, Regional Resource Centers).

Goal 5: To help participating states plan and select appropriate implementation evaluation options for themselves and their LEAs.

Except for Connecticut, we did not provide formal evaluation of promising practices effectiveness. Rather, DMAP staff provided ongoing consultation and technical assistance informally. We believe that each state received a variety of strategies, suggestions, and information to avoid "red flags" and unnecessary pitfalls. This assistance resulted in spending time on long-range planning and outlining necessary "steps for success" in implementing adoption and dissemination CSPD requirements.

7.0 CONCLUSIONS

The Dissemination Model Assistance Project was modestly funded by the Division of Personnel Preparation. The DMAP staff feels it implemented the goals of the project in a cost-effective manner. Overall, we were able to:

- devote 1,432 staff hours to this effort;
- provide four to eight on-site consultation visits to each state; and
- develop and produce 15 usable and replicable products for other interested states.

All four SEAs with which we worked believe that they and DMAP staff accomplished a lot and went a long way toward meeting CSPD needs in a short period of time. (See Appendix E.) Therefore, before ending this report, we characterize some of the key features of the DMAP effort that makes it a useful "model" for working with SEAs. These features are:

- networking,
- collaborative decision-making,
- outreach to LEAs, and
- modeling and coaching as a technical assistance and training strategy.

DMAP worked to bring to the states a wide variety of resources that could help solve problems. Throughout the project we worked and consulted with RRC state liaisons. DMAP staff also met with National Diffusion Network State Facilitators to apprise them of this project in their states and involve them in future CSPD dissemination and adoption activities. SEA personnel and DMAP staff worked together to identify other state resources to work with us.

Throughout our twelve months of work we have striven to use all available resources, not duplicate efforts of others, and integrate the activities we helped spawn in our four states into the network of CSPD activities across the country. We feel this strategy increased the probability that progress will continue long after we are gone.

DMAP staff also made a commitment to a technical assistance effort that was characterized by collaborative decision making and contact with local schools. This commitment meant that DMAP staff had to spend the first few months of the project listening. We listened to SEA staff, RRC liaisons, advisory board members, and any other relevant parties in order to get a clear picture of the needs and desires of schools within each of our four states. We also tried to understand the dynamics of the State Departments of Education.

Finally, we respected the knowledge and expertise that others brought to the situation. In all states we drafted multiple action plans that took into account the information SEA staff provided about CSPD in their schools and our experience in the areas of dissemination and adoption.

Whenever a project makes the decision we did, to work collaboratively with another group, it is basically making a commitment to move slower and spend more money on the front end of a project in order to avoid problems later on down the line. In our situation, where DMAP credibility and the willingness of SEAs to continue activities in our absence were critical, collaboration was a must.

Finally, DMAP staff spent very little time telling people what to do or how to do things; instead, training took the form of jointly undertaking a task with the SEA staff. The SEA staff with which we worked watched DMAP staff conducting many activities and later engaged in similar behaviors. Often we made joint presentations with our SEA partners. Later they would make the same presentations alone.

We believe the collaborative nature of our work, the local focus, our networking efforts, and the use of modeling as a training technique contributed greatly to DMAP's success.

APPENDIX A
LETTERS OF COMMENDATION

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

December 13, 1984

Dr. David Crandall
Executive Director
The NETWORK, Inc.
290 South Main Street
Andover, Massachussets 01810

Dear Dr. Crandall:

At this time I would like to thank you and your staff for the help you have provided through the Discrimination Assistance Project (DAP). In particular, Marie Hoffman's work with our technical assistance staff was especially productive regarding our promising practices system. My technical assistance staff have specifically asked me to convey their appreciation to your agency for DAP assistance over the past several years.

Again, thank you and best wishes with your future projects.

Sincerely,

Tom B. Gillung, Chief
Bureau of Student Services

TBG:lhr

cc: Marie Hoffman

Phone:
Box 2219 • Hartford, Connecticut 06145
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DEC [illegible]

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION
THE TOWNSEND BUILDING
P. O. BOX 1402
DOVER, DELAWARE 19903

WILLIAM B. KEENE
STATE SUPERINTENDENT
JOHN J. RYAN
DEPUTY STATE SUPERINTENDENT

RANDALL L. BROYLES
JAMES L. SPARTZ
ASSISTANT STATE SUPERINTENDENTS

December 3, 1984

Dr. David P. Crandall
Executive Director
The Network, Inc.
290 S. Main Street
Andover, MS 01810

Dear Dr. Crandall:

It is with great pleasure that I write to thank you for the assistance rendered to the Exceptional Children/Special Programs Division of the Delaware Department of Public Instruction. Your Dissemination Model Assistance Project, and in particular Marie Hoffman and Jon Kaiser, rendered technical assistance to us in the development of a system for dissemination and adoption of promising special education practices. Three useful products, a brochure, a procedures manual, and a resource manual were developed. Consultation to the SEA and a workshop for LEA supervisors of special education were provided.

Under the influence of Marie and Jon, a dissemination specialist has now been hired and placed at one of Delaware's four Learning Resource Centers to facilitate the dissemination of promising practices.

Our work with staff members of your agency has been such a success story that we will look forward to working with The Network, Inc. again in the future.

Sincerely,

Helen M. Holleger

Helen M. Holleger
State Supervisor
Exceptional Children Programs

HMH/cck
cc: Dr. Carl M. Haltom
    Ms. Marie Hoffman

THE STATE OF DELAWARE IS AN EQUAL OPPORTUNITY EMPLOYER AND DOES NOT DISCRIMINATE OR DENY SERVICES ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, HANDICAP, AND/OR AGE.

DEC

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

December 7, 1984

Dr. David P. Crandall
Executive Director
The NETWORK, Inc.
290 South Main Street
Andover, Massachusetts 01810

Dear Dr. Crandall:

The NETWORK's Model Dissemination Assistance Project has completed the grant's efforts in North Carolina to help us identify promising practices in vocational education for the handicapped. The project was highly successful in that a system of procedures for nomination and replication of model programs was designed specifically for our state and practices which have been successful in other states were identified.

We really appreciate the support provided by your staff. Marie Hoffman provided excellent training on identification criteria of model programs for state agency staff as well as local education agencies. The presentation she made at a conference for our local administrators of programs for exceptional children was well received. The research done by Jon Kaiser on national models of excellence was also useful to us.

We commend the NETWORK for its staff support. Please consider North Carolina when future projects offer an opportunity for us to work together.

Sincerely,

Theodore R. Drain
Assistant State Superintendent
Support Services

Lowell Harris

E. Lowell Harris, Director
Division for Exceptional Children

TRD/ELH:jcf

DEC 17 REC'D

STATE OF VERMONT
DEPARTMENT OF EDUCATION
MONTPELIER
05602-2703

December 10, 1984

Dr. David P. Crandall
Executive Director
The NETWORK, Inc.
290 South Main Street
Andover, Massachusetts 01810

Dear Dr. Crandall:

Vermont received training this past summer and fall through the NETWORK's Dissemination Model Assistance Project to help us establish Building Based Support Teams. These teams have been established in four regions around the state. Three of the sites are rural; two elementary schools and one high school. The other site is in a small city, elementary school with a student population of approximately 1000. These schools will serve as model sites for other interested schools around the state. Though the projects have been in operation for only about [illegible] months, the informal feedback we've received here at the Department of Education has been overwhelmingly positive.

The success of these programs is due in large part to the very professional and effective planning, support and training provided by Marika Terlichy. Both the Department and the individual teams greatly benefited from her expertise.

We appreciate the opportunity that NETWORK's assistance afforded the Vermont Department of Education in its efforts to initiate the Building Based Support Team. These efforts were recently recognized in the New York Times Education Supplement (November 11, 1984) in an article on various states' initiatives regarding Learning Disabilities. That recognition and, more importantly, establishment of BBST would not have been possible without the NETWORK's involvement.

Please consider Vermont in for future training efforts. We would welcome the opportunity to work with NETWORK again.

Sincerely,

Garet Allen-Malley

Garet Allen-Malley
Consultant for Learning Disabilities

bb

APPENDIX B

PRODUCTS

1. CONNECTICUT
2. DELAWARE
3. NORTH CAROLINA
4. VERMONT

APPENDIX B

PRODUCTS

1. CONNECTICUT

PROMISING PRACTICES
SYSTEM EVALUATION REPORT

Connecticut State
Department of Education
Division of Elementary
and Secondary Education
Bureau of Student Services
P. O. Box 2219
Hartford, CT 06115

Submitted by:

Jon E. Kaiser
Marie T. Hoffman
Judy McConkey

This report was prepared by the Dissemination Model Assistance Project of The NETWORK, Inc., Andover, Massachusetts.

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BACKGROUND

In 1981-82, the Bureau of Student Services, Connecticut State Department of Education, requested assistance from The NETWORK'S Dissemination Model Assistance Project.* The purpose of this project was to assist Bureau personnel in developing and implementing a system to identify promising practices and to assist local education agencies in the dissemination and adoption of such practices. In 1983-84, the Bureau of Student Services' Chief, Tom Gillung, requested the Dissemination Model Assistance Project to evaluate the Promising Practices system and propose recommendations for future policy implications.

A synopsis of our intermittent work in Connecticut reveals the following:

In three years, 61 Promising Practices were identified from 38 Connecticut towns.

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- Parent-School-Community Partnerships
- Assessment
- Personnel Development
- Reducing Administrative Burden
- Vocational Education
- Student Support Services

In 1982-83, 19 practices were found in 6 targetted areas:

- Vocational Educational for Handicapped Students
- Programs for the Gifted and Talented
- Teaching the Non-Handicapped Community about the Handicapped
- Successful Practices in Student Support Services
- Programs Focusing on Problems Generated by Changing Family Structures
- Collaborative Approaches to Develop In-School Programs to Prevent School Drop-Outs

In 1983-84, 9 practices were found in 8 targetted areas:

- Evaluation of Special Education Effectiveness
- Technology to Improve Special Education
- Effective Parental Participation
- Identification and Programming for the Handicapped Gifted

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*The NETWORK, Inc., based in Andover, Massachusetts, providess consultation, training, technical assistance, materials and research to educational institutions, private industry and government agencies.

- Vocational Skills Training for Handicapped Students
- Successful Practices in Meeting PPT Mandates
- Innovative Uses of Interdisciplinary Teaming
- Career & Vocational Guidance for the Handicapped

During this period, the Dissemination Model Assistance Project provided the Bureau of Student Services consultation, training to SEA and LEA personnel, implementation assistance, exemplary practice/dissemination use, and evaluation.

The following products were developed for Connecticut:

- Promising Practices Flyer
- A Procedural Manual for Promising Practices in Special Education and Student Support Services
- Guide for Resources for Successful Dissemination of Promising Pratices
- Promising Practices Evaluation Report

INTRODUCTION

The evaluation of the Connecticut Promising Practices system began at the request of the Chief of the Bureau of Student Services, Tom Gillung. During the scope of work, we had the cooperation of his staff who guided our effort with both content and methodological comments. The report is as much a reflection of what the Bureau personnel needed to know about their system as it is a formative evaluation of that system for improving and planning future activity.

We conducted a survey of 34 field practitioners and asked them 24 questions about promising practices. The results of that survey are contained in Sections I, II, and III of this report.

In addition to the survey we held in-depth conversations with two LEAs. Originally, we had hoped to make these case studies so that we might inform the Bureau of the special qualities of promising practices that worked. This plan was modified because of time constraints and a desire to use the survey with a greater sample of the field (Section I). The summaries of conversations with the two towns are contained in Section IV.

Section V is a resource allocation chart and is included to summarize the amounts of time and money invested in the effort.

Section VI is a collection of anecdotes from interviews with personnel inside and outside the Bureau of Student Services. It contains comments on strengths, weaknesses, and concerns and is not highly edited material. We believe it is important for the Bureau to see how close their comments are to the field and how they differ. We also believe that the Bureau personally will be able to compare the comments with their own perceptions thus clarifying differences and elements of support within their organization.

Lastly, Section VII contains recommendations from all the information collected. Trends, implications and "food for thought" are described here.

SECTION I: QUESTIONNAIRE RESPONSES

Questions about the overall purpose and concept of Promising Practices:

1. The overall purpose of the Promising Practices System is to identify and share practices within and among schools and agencies that serve children with special needs.

Score: 3.4 is very strong indicating agreement on the purpose of the program.

2. In the first two years of operation, the Promising Practices System successfully reached its goal of identifying effective programs.

Score: 3.5 is very strong suggesting that the goal of identification was met.

3. In the first two years of operation, the Promising Practices System successfully reached its goal of disseminating information about different programs.

Score: 2.5 is a mid-range response supporting the notion that half of those questioned knew close to nothing about the other programs and felt that their own programs were not well advertised.

Questions about the focus and topic areas of Promising Practices:

4. The topical range of Promising Practices offered in the first two years was effective in addressing the needs of most special educators in Connecticut.

Score: 2.9 is fairly strong, indicating satisfaction by most with the range of topics.

5. Although over 30 practices were originally in the system, it would have been more cost effective if fewer practices of special interest were offered, thereby limiting the prospective adopter's choice.

Score: 2.8 is fairly strong and points out that although most people prefer a larger range in order to find quality programs and/or one that would suit a particular district's needs, on the other hand it shows that the money might have been better spent on fewer practices.

6. By offering fewer projects, the SDE would limit the choice for the adopter thus increasing the chances for greater amounts of financial assistance per adoption.

Score: 2.3 is a mid-range response indicating some disagreement with this statement. It is probably safe to infer from the response that practice personnel were not actually concerned about costs of adoption.

Questions about identification, nomination, selection and awards:

7. The practices identified in the first two years reflected examples of excellence in special education and student support services in Connecticut.

Score: 3.1 is strong, implying that most felt the quality of programs identified was good.

8. The nomination and selection process was fair and uncomplicated.

Score: 3.1 is a positive response indicating satisfaction with the process.

9. The announcement of awards and resulting financial assistance was timely and adequate.

Score: 2.5 in this question represents a mid-range but there is a problem with the question itself. Two questions, timelessness and adequacy, merged and the numerical response should be ignored. (See comments and comparisons.)

10. I was pleased to see that although some practices were not ready to be given awards as "promising", they were included in the Bureau's compendium and given future consideration.

Score: 3.2 represents a strong agreement on the numerical scale but anecdotal comments reveal that nearly half of those questioned knew nothing of the inclusion in the booklet of submitted programs not chosen. Those aware of this, though, praised the idea highly.

11. The communication and correspondence between the SDE and the nominated practices during the nomination and selection process was timely and helpful.

Score: 3.1 is a strong response and indicates that the pre-award work done by the SDE was very good. This is certainly consistent with comments respondents made.

12. The work of the field reviewers was well planned and comprehensive in the information it made available.

Score: 3.2 is a positive response which suggests that the field reviewers' efforts were very helpful.

Questions about the dissemination of Promising Practices:

13. The information disseminated about specific individual practices and programs was widespread and informative.

Score: 2.5 represents a mid-range response. Comments reveal that many respondents thought dissemination was too limited and ineffective.

14. The specific information shared about a practice prompted me to seek additional information about that practice.

Score: 2.6 suggests that most involved in the program did not seek information about other programs. This was due in part to what they considered an overwhelming amount of information in the practice compendium. Many chose not to wade through so many program descriptions. Others believed the booklet size discouraged potential adopters from learning about them.

15. Hearing Promising Practices staff explain their practice in person at a conference has helped or would help me learn more about the practice.

Score: 3.2 indicates that an oral presentation would be the most effective. However, many stated that they had not gone to visit other presentations at the conference.

16. I don't know much about Promising Practices and would appreciate more material so I can be better informed.

Score: 2.9 is a fairly strong response regarding knowledge of the system as a whole from a group of people who are already a part of the program. It indicates, however, a need for more effective dissemination of information about programs other than their own across the state. In addition, the comments reflect a general lack of knowledge of procedure and expected operations after the awards have been handed out.

17. The technical assistance and services provided by the SDE and SERC to Promising Practices staff were appropriate for their needs.

Score: 2.6 is a mid-range response indicating that SDE and SERC were mildly effective in TA. However, those who were dissatisfied, felt that way because they live too far from Hartford to take advantage of the services.

18. The TA and services offered to Promising Practices adopters were appropriate for their needs.

Score: 2.6 is a mid-range response and reflects confusion about how one would adopt anothers' program and points out the lack of knowledge about the availability of technical assistance to adopters. Again it points out the absence of focus at the adoption level.

Questions about the adoption/adaptation of a Promising Practice:

19. The adoption process was an easy one to follow and led to significant improvement in services to children.

Score: 2.9 is a fairly strong response indicating those involved in the adoption process found it to be successful. However, it should be noted that nearly half of those questioned, could not answer because they were involved in no adoptions.

20. The knowledge that many practitioners have about their chances to use a Promising Practice or how to go about adopting it is significant.

Score: 2.4 indicates that practice personnel's perceptions of practitioners shows little knowledge about the program and the process of adoption.

Questions about the future of the system:

21. It would be easier for me to consider using a Promising Practice if I had a clearer notion of what use entails.

Score: 2.4 reiterates that there is a lack of knowledge about the adoption (use) process.

22. If the system is to continue, there should be clearly specified and readily available financial and technical assistance to participating practices.

Score: 1.7 is a very low rating and suggests that the program does not need to provide a wider geographic range of technical assistance and more financial aid. This, of course, is contradictory with previous questions on the adequacy of money and TA.

23. The ambiguous status of Promising Practices after their first year of participation has produced problems in the adoption of those practices.

Score: 2.1 is a low rating and suggests once more lack of focus on the adoption process. This contradicts sentiment from anecdotes and previous questions suggesting that they needed clarification of whether they were in or out after their initial year.

24. The SDE provided dissemination activities to promote awareness of identified promising practices to my satisfaction.

Score: 2.3 is a fairly low rating reflecting some dissatisfaction with the two methods of dissemination (conference and compendium). This implies a need to gather suggestions about more preferred or effective dissemination strategies.

Questions: (averages)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	4	3	2	3	2	1	4	4	2	3	3	4	2	3	4	4	3	3	3	3	3	1	2	2
	4	4	2	3	2	2	3	3	2	3	2	3	2	3	3	3	3	3	3	3	2	3	2	2
	4	3	2	3	3	2	4	4	3	*	3	4	2	2	3	3	3	2	2	2	2	1	2	2
	2	3	3	3	3	2	2	3	3	4	3	3	3	3	4	3	3	NA	3	3	3	2	2	3
	4	4	3	3	2	1	4	4	2	*	4	4	4	3	3	3	4	4	2	2	2	2	4	4
	3	3	3	3	2	*	2	3	3	*	3	3	3	2	3	3	2	2	NA	2	2	3	3	4
	3	3	2	3	2	1	3	3	3	*	4	3	1	2	3	3	2	3	3	2	3	2	2	1
	4	4	4	3	4	2	4	3	4	*	4	3	2	3	4	2	3	NA	NA	2	2	2	2	2
	3	2	2	3	3	3	DK	1	2	*	3	3	2	3	2	2	3	3	NA	DK	2	2	3	3
0	4	3	3	3	4	3	3	3	3	3	2	3	3	2	3	4	2	NA	3	3	3	2	3	3
1	3	3	3	3	1	1	3	4	3	3	3	2	3	3	4	4	3	3	4	2	2	2	3	3
2	3	2	2	3	3	3	3	2	3/2	*	4	4	2	4	4	3	2	2	NA	2	2	1	1	1
13	3	NA	NA	NA	3	3	NA	3	3	4	4	3	2	4	4	3	3	3	NA	2	2	NA		3
4	4	4	2	3	3	3	4	4	2	3	3	4	3	3	3	2	3	2	2	2	3	3	1	1
15	3	3	3	3	3	3	3	3	3	3	3	3	3	3/2	3	3	3	2	NA	3	3	3	3	2
6	4	3	2	2	3	2	3	3/2	1	4	2	2	2	2	3	3	2	NA	3	2	1	2	2	2
17	3	3	2	3	3	2	3	3	3/2	3	3	3	3	3	3	2	2	2	2	3	2	1	1	3
8	3	3	3	3	3	3	3	4	3	3	4	3	3	2	3	3	3	D/K	NA	3	3	2	3	2
19	3	3	3	3	3	3	3	3	2	*	3	3	2	3	4	3	3	3	4	2	2	1	3	3
0	4	3	3	3	3	3	3	3	2	4	3	4	3	2	3	3	3	2	NA	2	1	1	2	2
21	3	3	2	3	3	2	2	3	3	*	4	3/2	2	2	3	2	4	NA	3	NA	2	1	2	3
22	4	3	3	3	3	2	3	4	3	*	3	4	4	4	4	4	3	3	NA	4	2	2	1	3
23	4	4	3	3/2	2	2	3	3	3	3	3	3	3	4	3	3	4	3	4	3	3	3	3	2
25	4	3	3	3	3	2	3	3	3/2	*	3	2	2	2	3	NA	3	2	DK	2	NA	3/2	2	2
26	3	3	2	3					3	*	3	3	2	NA	3	2	3/2	KA		2.5	NA	1	3	2
27	4	3	3	3	3	2	3	3	1	3	3	3	3	2	3	3	NA	NA	NA	NA	2	1	1	2
28	4	4	3	2	3	3	4	3	4	3	3	3	3	NA	4	NA	3	3	3	NA	NA	1	3	3
29	3	3	2	3	3		3	3		3	3	2	2	NA	3		3	2			2	1	2	2
30	4	3	2	3	3	2	4	3	2	*	3	3	1	2	3	4	1	2	2	2	2	1	1	1
24	3	3	1	3	3	3	3	3	1	3	3	4	2	2	3	3	1	1				1	1	1
31	3	3	1	3	3	3	3	3	1	3	1	3	1	3	2	1	1	NA	3	NA	NA	1	1	1
32	3	3	2.5	2	3	3	3	3	2	3	3	4	3	3	3	2	NA	2	3		3	2	2	3
T	110	107	76.5	89.5	87	67	91	96.5	73.5	60	98	99.5	79	76.5	103	83	80.5	57	52	58.5	65	53.5	66	73
A	3.4	3.5	2.5	2.9	2.8	2.3	3.1	3.1	2.5	3.2	3.1	3.2	2.5	2.6	3.2	2.9	2.6	2.5	2.9	2.4	2.4	1.7	2.1	2.3
N	32	31	31	31	31	29	29	31	30	19	32	31	32	29	32	29	31	23	18	24	27	31	31	32
Q#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

SECTION II: COMMENTS ON QUESTIONNAIRE RESPONSES

The following set of comments is a summation of anecdotal responses collected in our interviews. After we asked each question and marked the right response on the questionnaire, we probed a little on its underlying purpose. The informal questioning (probing) and the anecdotal comments from such activity flushed out the responses to each question and provided some of the substance for these comments. We have arranged them in five categories for purposes of the discussion:

Knowledge and experience (Knowledge of promising practices as a system and knowledge of specific practices as well as experience with model program or practice operation and use of that practice by other educators.)

Dissemination (Dissemination strategies and their effects and problems that are easily remedied.)

Technical Assistance and Review Process (TA strategies and the success and failure of various aspects of TA and the review process.)

Quality of programs (Were the practices seen as a collection of quality efforts and how might that quality be increased?)

Incentives and rewards (Was it worth it to be a promising practice and what could be done to continue and improve this aspect of the effort?)

Knowledge & Experience

The educators involved in Promising Practices across the state had various thoughts on what should be the next steps after being chosen a Promising Practice. A few thought it was their responsibility to sell their program across the state. A majority, however, thought the SDE should help them do this but felt it had not occurred. Others still had no idea what the next step should be and went back to their school districts waiting to hear and eventually put their involvement aside, believing the effort to be meaningless.

Another criticism centered around a lack of familiarity with the adoption process. A large majority had no idea how adoption took place while others didn't know money was available to help in adopting a program.

Most of those spoken to agreed that hearing a presentation in person was the most effective way to explain a program as well as to understand it.

Very few had any experience in model program development, educational change and dissemination of promising practices. What little they did have came from Title IVC whose prior effort at implementing innovations was set apart from Special Education's because the programs were considered to be of higher quality. This perception was only shared by 10% of those responding to our questions.

Dissemination

The most important criticism of the Bureau's responsibility in the dissemination of promising practices centered around the compendium and the conference. Participants felt that the compendium was not enough as a "one shot" approach to printed dissemination. By the same token, they said it contained too much information to digest all at once. There were a few suggestions for improvement. Some would like to see a monthly bulletin published which would highlight particular promising practices. Others added that it might be even more helpful to use this method while targeting specific user groups in each bulletin.

Many educators claimed they knew nothing of the other programs because the program compendium with the descriptions was sent to the superintendent or special education director. Teachers rarely received the Compendium. Practitioners wished that all levels could receive some kind of publication to create more widespread awareness of Promising Practices. A possible positive result may be the creation of new programs.

A general consensus of those involved with Promising Practices in the first year was that there was no follow through help or advertising for them after the first year. They suggested some sort of publication listing all past and current promising practices so that their creative and helpful programs could continue to be drawn upon. A last comment on the existing practice compendium reveals that hardly any of those who had received it were aware that candidates for Promising Practicess who did not receive awards were listed in the back of the booklet.

The conference was overwhelmingly considered to be a disaster. It was thought to be poorly timed, not well advertised nor advertised to a broad enough range of people, i.e. special educators, psychologists, teachers, health professionals, administrators, and parents.

Technical Assistance & Review Process

There was a great deal of praise for the technical assistance that was received. Many were very happy with the information and assistance made available by SERC in Hartford. It was thought to be comprehensive and was provided with no cost to the LEA. One participant had high praise for the TA received from SERC on a slide presentation.

A criticism of receiving TA from SERC was that many educators worked away from Hartford and had no time or money to travel that distance. Many suggested that regional TA sessions and information centers would be more helpful and practical. Others pointed out that more frequent content centered on problems and issues the community faced would have been helpful.

Another strongly held criticism in the area of TA involved the process of adoption. There was little awareness as to what assistance was offered. One person involved, who had had a lot of experience writing proposals and adopting programs said he believed the adoption process is more work than people expect. Therefore he urged the use of a great deal of TA in this area.

The review process was highly praised. The majority thought it was comprehensive and very helpful. It seemed evident to many that the reviewers put a lot of thought and effort into their visits. However, Promising Practice participants wished there had been more continual communication throughout the life of the dissemination phase and that the thoroughness and concern exhibited by the SDE in the review process be carried over into dissemination and adoption.

Quality of Programs

We heard several valuable criticisms having to do with the quality of the Promising Practices Program. Many involved in the program questioned the overall excellence of the programs chosen. Some revealed they had no idea how the SDE measured excellence in a program. The feeling was that although many were excellent, a large number were overlapping and repetitious. They believed not enough attention was paid to seeking out innovative and truly helpful quality programs. However, the majority did not wish to reduce the number of programs chosen as this might not allow for representation in all areas of special education and student support services. They were unaware that the selection process could be altered to insure greater quality, and were unable to offer any suggestions as to how a change in the process might take place.

Incentives and Rewards

There was widespread criticism regarding financial assistance. Most felt it was too little too late to help in developing a program (when money arrived at the end of the school year). Furthermore, the process for getting it became cumbersome and lengthy. Many felt that more money was needed over a longer period of time for program development.

Many felt that the award itself was meaningless. More was needed as an incentive and reward than merely to have the name of a program published in a booklet. The SDE should advertise awards, and there should be some sort of state and local recognition through the media in addition to award ceremonies. More money as an incentive to attract quality programs was also suggested.

SECTION III: COMPARISONS

In this section we are making comparisons that point out trends and inconsistencies in the responses from our interviews. Our intention is to show what problems might be solved by addressing some of the issues raised.

Question 2.

Although there was a widespread consensus that the Promising Practices system did an excellent job in identifying effective programs (which is also supported in Question 7), Question 5 would indicate that many believe they need a broad range of programs to choose from to find quality. Many revealed that quite a few programs were not excellent but ranged from good to mediocre.

Question 3

There is a rumbling of dissatisfaction with the effectiveness of the dissemination process. Question 24 restates this same concern. Question 13 supports this criticism by suggesting that the methods of dissemination (the compendium and the conference) were ineffective. The conference was criticized as badly timed and poorly advertised. The effect of the compendium was seen to be very minimal. Question 16 illustrated a broad lack of knowledge about other programs across the state. In contrast, however, Question 10 indicates that very few people read the entire booklet. This was due to a lack of interest in finding out about other programs and to the enormous amount of information contained in one booklet. In support of this apparent lack of effort or inability to initiate their own information gathering, Question 14 illustrates that very few actually did seek additional information about other programs. On another front, there was very heavy criticism of the absence of dissemination of programs after the first year. (Question 23).

Question 4.

A broad topical range is considered very important. Question 5 supports this statement indicating strong disagreement with the idea of modifying the range for the purpose of increasing the money. Question 6, however, points out a fundamental disagreement with this idea. Most agreed that the additional money made available by limiting the topical range would be an important incentive for the adopter. Question 22 reveals the strongest criticism of all questions. Most felt, in contrast to Question 5, that strong financial assistance was very important in attracting quality programs, and providing greatly needed money for staff time to receive TA, and doing their own dissemination. Question 9 responses were critical of the delay in the arrival of financial aid, indicating that many programs could not get off the ground without this assistance.

Question 5.

See Questions 2 & 4

Question 6.

See Question 4

Question 7.

See Question 2

Question 11.

The rating on this question shows strong agreement that the pre-award process was clear, well-timed, and helpful. Question 8 correlates with this positive response that the SDE did a good job in making the process accessible and easy to follow. This is supported by Question 12 which indicates strong agreement that the field reviewers were very helpful. However, Question 13 reveals a breakdown in the system after the awards were made. Many had no idea whether or not the information about the program was widespread, stating they had no information about other programs. Question 16 demonstrated that almost all knew about the general purpose and workings of the system.

However, a large majority commented that they really didn't know what to do after they received the award and many did not know how to go about finding out. The low rating received in Question 20 indicated a sense that there was not a significant awareness as to how to adopt or use a program. Question 21 indicates a strong personal sense that those with Promising Practices don't know how to disseminate or adopt a program. Question 24, in relation to this question, points out that most felt dissemination activities by the SDE were weak and ineffective, thus creating frustration in understanding the next follow-through steps.

Question 12.

See Question 11

Question 13.

See Questions 11 & 3

Question 14.

Those who were critical questioned the effectiveness of the entire conference layout. Those who attended the conference generally did not visit other program tables to request information. Similarly, Question 15's high mark of agreement can be interpreted to mean that had there been oral presentations of some sort, not only would guests attending the conference benefit from greater understanding of the programs but so would all the Promising Practice award winners. The depth of understanding of what else was offered across the state would be vastly increased.

Question 16.

See Questions 3 & 11 & 17.

Question 17.

Those who took advantage of the TA from SERC and SDE were very pleased with the results. The mediocre rating, however, reflects the confusion many had about what to do after receiving their award. The strong response of agreement from Question 16 revealing a confusion on what do next supports the comments that the technical assistance was inadequate and the kind of service provided was not clearly described. It was found to be either too difficult to go to the centralized TA location or not well advertised enough among participants to know how to take advantage of it. Question 22's strong agreement for the need of "clearly specified and readily available TA" to all makes the most unanimous suggestion for improving the program.

Question 18.

There is considerable confusion concerning the adoption process. Most did not know TA was available to adopters and had no idea how adopters would go about finding such a service. In relation to that, Question 20 reveals a general belief that most practitioners have very little exposure to the adoption process, and, as a consequence, do not know what the steps are. Question 19, on the other hand, points out that those who were involved in the adoption process found it to be relatively easy to follow. It should be noted that nearly half did not answer the question because they never had one of their own programs adopted nor did they adopt another practice.

Question 19.

See Question 18.

Question 20.

See Questions 11 & 18.

Question 21.

See Question 11.

Question 22.

See Questions 4 & 17.

Question 23.

See Question 3.

Question 24.

See Questions 3 & 11.

SECTION IV: INDEPTH INTERVIEWS

In order to clarify the results of our survey, gain further insights into Promising Practices and generate more concrete recommendations, two towns were interviewed in greater detail about Promising Practices. Both towns, New Canaan and Westport, were in the first year of practice selection with one having had prior history of a promising practice effort (IVC). We are grateful for the time they spent with us and for their thoughtful comments.

Summary of detailed conversation with New Canaan:

This is a most enthusiastic project. Both staff members and director, as well as administration in the school department. are full of pride in their project and full of praise for Connecticut Promising Practices in Special Education and student support services. Promising Practices provided the recognition their project needed within the community for on-going support and credibility. They now have district approval and release time for the director to conduct dissemination activity. And, although they were one of the first-round practices chosen, they have interpreted and defined their role to go beyond first year activities, and have continued to disseminate information about the practice after termination of funds. Recent administrative changes within their system created staff and service delivery problems. Once these changes were in place, however, they regained the impulsion created during the initial phases of dissemination. Although they no longer see themselves as an official promising practice, they continue to attract inquiries from around the state and are able to respond to requests for information and services.

The project director made several suggestions for continued assistance from the SEA. They are:

- create solutions to funding dissemination and on-going costs -- i.e. foundations, other SEA funds, and categories, etc.
- assist those communities interested in adopting the practice; and,
- provide TA in being an effective disseminator.

New Canaan was happy with the assistance received from SERC in media presentations. They were invited to Hartford to speak about this project.

New Canaan could use assistance with the following:

- materials publication -- the "rainbow" book; and
- needs assessment information from other districts around the state to determine if their practice is wanted and could be implemented.

They do have partial adoptions in several districts and report that through the initiative of the Health Services in Stamford, that city has adopted the program almost in its entirety.

Both persons who were interviewed did not have any detailed knowledge of other promising practices nor had they actually considered alternatives to dissemination strategies other than those made available by the SEA. They did feel they had high visibility at the local level because of the nature of their practice which required some coordination with local area physicians and specialists.

Summary of detailed conversation with Westport:

Westport's perception of the Promising Practices system is positive. To set the context, Westport has had more than one Promising Practice and, in addition, had a very positive experience with Title IVC validation efforts. The quality of those programs and the perspective of past experience in Promising Practices provided a rich context for any practice to have a positive effect in Westport and for the system as a whole to be viewed as helpful. The system has been a useful one for their internal efforts for school improvement at the local level. They commented that the scope of the practices was representative of needs in the field. To include more practices might have been construed as "reaching," however there were several topics which the Westport project director felt could be included now because of urgency, namely: vocational education and rehabilitation services in the school-to-work transition; ideas for low incidence populations; and transportation for the handicapped.

The approach to dissemination taken by their most popular practice was through product development and circulation. They had not considered alternatives to dissemination other than those provided through the SEA and SERC, or by marketing their products. One additional comment, however, indicated that regional dissemination activity for the counseling practice could take place through professional organizations such as ASHA (American Speech & Hearing Association).

The major concerns expressed by the Project Director were the following:

- current and more urgent problems are not addressed by Promising Practices.
- timing and sequence of events is difficult for good dissemination to take place.
- financial resources need to be improved.
- attendance is poor at meetings.
- presentors are unsure of their audience.

Although whole adoptions have not occurred, Westport is pleased that parts of their counseling promising practice have been adopted. The explanation for this partial adoption is primarily because certain aspects of the practice are already in place in adopting districts. For those who have taken parts, it has eased the change process.

ECTION V: RESOURCE ALLOCATION AND DISBURSEMENT

Source	Purpose	Approximate Amount
ERC	TA & Product Development to Model Programs	$5,000
ureau of Student Services Promising Practices	Mini-awards to Practices	Yr I-$16,500 (33 @ $500)
	Mini-awards to Practices	Yr II-19,000 (19 @ $1,000)
Bureau of tudent Services RFP process	Grants to 4 Towns to replicate specific practice	Yr II-$36,000 (4 @ $9000)
Bureau of Student Services	Personnel supporting this area.	1 FTE
DMAP (The NETWORK, Inc.)	Promising Practice Product Development (brochure, manuals, &guides)	Yr I - $3,000
	Training Model Projects	Yr I - $1,500
	Evaluation Report	Yr III-$3,000
	Personnel	Yr I - .3 FTE Yr III - .2 FTE

Summary:

he Bureau of Student Services has spent approximately $76,500 plus personnel time (1 FTE) on the Promising Practices Program. If you include the assistance provided by The NETWORK, Inc., the cost value of this program is bout $100,000.

SECTION VI: COMMENTS FROM SDE AND OTHER AGENCY PERSONNEL

This section is a collection of remarks excerpted from interviews with 12 staff and administrators inside and outside the Bureau of Student Services. The comments have been removed from the interviews to maintain anonymity and are reported in three categories: strengths, weaknesses, and concerns.

Finally, we have included a description of the promising practices system in Vocational Education.

The strengths, weaknesses, and concern statements are not cited in any priority order. Instead, they were selected to illustrate the range of topics in all three categories. We have included comments about funding, image building, materials, selection, collaboration between agencies, and dissemination. We believe that the history of the Promising Practices system in Connecticut is for the most part constructed around events in these areas. As such, we believe the comments in this section reflect some of the true sentiments and perceptions of those who have made Promising Practices happen.

Strengths

- Promising Practices assist educators in replicating good ideas in Connecticut.
- The system gives the SEA an opportunity to improve public relations with LEAs.
- The Promising Practices Brochure itself is commendable and informative.
- Through Promising Practices, the SEA is more active in the improvement of Special Education programs in the field.
- The screening process serves as one type of qualitative control and should be preserved.
- The LEAs appreciate the Recognition Awards that the Bureau gives them.
- Promising Practices has identified resources inexpensively.
- Promising Practices provides the opportunity for local practitioners to act as "change agents."
- The system provides intrinsic rewards to "high achievers" on the staff. It is excellent for staff development.
- On-site visits are very valuable. Although sufficient material is originally sent to the SEA, the on-site visit acts as a comlpliment to the written material requested. They show that the SEA cares to take the time to acquire first hand knowledge of what's happening at the local level.
- On-site teams made up of SEA and field staff help make the entire process more legitimate.

Weaknesses

- The frustration of working with the SEA, for such limited financial resources, may not be worth it to LEAs.
- There aren't enough incentives for becoming a Promising Practice program.
- The process for selecting the right person as the "content expert" on field review team is weak.
- Funding is a very serious problem. It definitely has affected the "good public relations" the SEA began to have. It has also affected the number of nominations.
- The compendium listing the practices came out too late this past year. As a result, it didn't help dissemination efforts any.
- The distribution of the model practice compendium is not comprehensive at either the LEA or SEA level, thus creating a knowledge gap.
- The on-site Guide is too cumbersome. It can be shortened and still be a useful and consistent guide. The procedures must allow for informal vignettes and commentary that just doesn't fit into the present structured form.
- There is no formal or informal mechanism for SERC and the Bureau to do cooperative planning. Furthermore, personality problems between the two agencies prevent true collaboration.
- The definition of a Promising Practice is not clear.
- The selection criteria and standards are not clear.

Concerns

- Because resources may be limited in Connecticut, we should recognize that the needs of local practices may be met with resources outside of this state.
- The nomination numbers have dwindled for each successive year. What is that saying?
- Thus far, SERC has spent $4-5,000 for Technical Assistance to model practices that was not budgeted, but the funds were somehow found.
- There appears to be a lack of commitment at the top levels of the SEA to Promising Practices.
- What's the effect of this process over time? Are people replicating and using each other's ideas? How do we know what's been particularly successful thus far? (See SERC table in the Appendix).

- Are the really good practices nominated or are they not even bothering to fill out the nomination forms for lack of incentives?

- Presently there is no commendation listed in the monitoring report to LEAs. It's strictly compliance with the law. Shouldn't there be an opportunity here for Promising Practice identification?

- SERC has had no requests for assistance this year from model programs.

- The lack of dissemination, public relations work, and team building within the SEA could create apathy over time.

Interviews with Betty Schmidt and Valerie Pecharick, Bureau of Vocational Education

This section is a discussion of Vocational Education's Promising Practices program. It is helpful as a comparison to Special Education's program and has so far disseminated information on 1600 "ideas". Each system has different characteristics, yet there are generalizable features that each Bureau might learn from the other.

This Bureau recognized they had a need to know "what works well." Vocational Education can never depend on any source of federal funds like Special Education -- so it was particularly important to identify and share ideas that work with other field practitioners.

Vocational Educators are "creatures in a land of steady habits." They found a "peak out process" in repeatedly identifying new practices every year. One can identify only so much. Next year, their major thrust will be on disseminating existing practices. They want to do a lot more outreach to department heads in LEAs and to teacher and/or related training associations.

Dissemination activities that have worked best for them are:

- Featuring 10 Promising Practices programs at the Annual State Voc. Ed. Conference. Follow-up was then done on-site as a professional development activity. This strategy worked. Teachers went to the model demonstration site and awareness grew.

- Holding a joint workshop with different Voc. Ed. associations helped to focus on EXCELLENCE CONCERNS voiced in Connecticut.

- The IHE's (particularly 2 year community colleges) get the word out for us as well as advise us on regular basis through the advisory council.

The timetable for Promising Practices is similar to Special Education but planning, coordination and implementation are done separately by each Bureau.

In response to state reports on teacher/renewal, training, and development, Connecticut has new legislation regarding professional development for staff. We might consider tapping that as a resource. There is reportedly $500,000 available at summer institutes.

Here are some features of the Voc. Ed. system:

- Voc. Ed. has a Promising Practices Advisory Council that serves as a guide to planning, awareness, and dissemination.

The Voc. Ed. PP Advisory Board:

- -- acts as sounding board
- -- reviews program criteria
- -- promotes and markets the whole process
- -- provides model projects with staff training and inservice.

The Voc. Ed. Promising Practices Advisory Council meets 3 times a year. The Council membership is:

Community & Adult Educators
Voc. Services Providers
Voc. Tech Schools
JTPA personnel
Bureau of Voc. Planning & Development Representative
IHE's
Voc. Ed. State Professional Associations

The Advisory Council receives the nominations and reviews them. On-site visits are done if appropriate. The Voc. Consultants in the Bureau disseminate practices to teachers in the field. A particular Voc. Ed. unit identifies materials and ideas that work as promising practices.

- Through the RFP process, Voc. Ed. uses one of the RESC's (CREC in Hartford) and pays them to print brochures, awards, and document replication.

- Voc. Ed. coordinates the PP effort with IHE's. There is heavy involvement, particularly in the second year. This past year the community colleges have been very involved.

- Voc. Ed. gets many nominations from community colleges.

Voc. Ed. Model Practices do not receive any monetary award. Money is allocated for replication, on-site training and travel to see demonstration model sites in action.

Voc. Ed. professional associations in the state are very active in the PP effort.

Section VII: RECCOMMENDATIONS

This report contains a variety of information regarding the present Promising Practices system in Connecticut. From the interviews conducted with field practitioners, Bureau and SDE personnel, certain trends for improving this process were repeated. Below you will find a summary of five areas for "food for thought."

Recommendation #1: Refine present process and procedures.

Much praise was given to the Bureau of Student Services for creating and implementing the Promising Practices system. The following are specific areas mentioned that would strengthen the present process:

- Assess and revise (where needed) the procedural manual, telephone forms and review instruments.
- Involve field practitioners in the selection of topical areas of need. Clearer and more specific definition of needs are also desirable.
- Define clearer criteria and standards for becoming a Promising Practice and identify the length of time that one remains in this program.
- Create standards to determine the quality of a Promising Practices program.
- Create a tracking/documentation system for adoption and replication of Promising Practices.

Recommendation #2: Provide technical assistance to Promising Practices Projects.

Although the Bureau was commended for attempting to provide technical assistance to model projects, several areas of need were cited:

- Clearly specify (from the beginning) what types of TA are available from the Bureau and/or SERC.
- Make TA services more readily available to the model projects. Consider regionalizing assistance so that it would be more accessible to projects throughout the state.
- Provide assistance to projects in adoption and replication of programs.
- Assist model projects in the review of their program through self-assessment techniques.

- Provide practitioners with adequate techniques and strategies for ARTICULATING/PRESENTING their actual "idea that worked" more effectively. (Psych models to motivate themselves to be actual disseminators - "Someone really wants your idea".)

Recommendation #3: Develop an effective system for the dissemination of Promising Practices Projects.

The need for a strong and active dissemination system was voiced more than any other singular area of concern. Dissemination strategies need to be broadened and diversified. Some suggestions to strengthen the system include:

- Use SpecialNet as a dissemination vehicle for Promising Practices.
- Use professional organizations (i.e., CASA, CEC), RESC's and IHE's to assist in the dissemination of Promising Practices.
- Provide regional awareness sessions targetted to specific themes and audiences. (at least one per region)
- Provide "mini-compendiums" inexpensively so that more practices can be identified to certain priorities and have this information accessible to a broader audience.
- Focus on dissemination of existing programs for 1984-85 school year and not identify any new practices.

Recommendation #4: Simplify funding procedures and access of funds to Promising Practices Projects.

Many Promising Practices projects' motivation and enthusiasm decreased this past year, primarily due to unclear and untimely funding. Many thought it to be a cumbersome process as well. Suggestions for resolving misunderstanding around funding include:

- Clearly specify a timetable, amount, and use of funds right at the beginning when Promising Practices awards are distributed.
- Explore feasibility of contracting the entire process outside of the SDE. The Bureau might explore awarding an independent agency this RFP. Discuss the pros and cons of this type of procedure with Vocational Education.
- Develop a "mini-awards" system through the Staff Development Institute so that assistance can be provided to Promising Practices for adoption and replication of programs.

Recommendation #5: Clarify purpose, structure and organization of the Promising Practices system.

A variety of comments were expressed about the purpose and philoshophy of a Promising Practices program. Some raised questions, such as, "Can the Promising Practices system be modeled after the Teacher of the Year concept?" or "The Promising Practices system can be an excellent vehicle for SEA R&D capacity building." Suggestions for improvement included:

- Reorganize the SEA so that Program Development/Improvement is a major thrust in improving educational services in this state.
- Make Promising Practices a statewide SEA effort, or at least a Divisional priority. Set up a Division Task Force on Promising Practices from Associate Commissioner Margolin's office. Identify a person who has overall responsibility for this program and coordination of services across the Bureaus.
- Reallocate staff resources to designate a part-time Dissemination Specialist located within the Bureau of Student Services or at SERC.
- Develop an effective public relations program on Promising Practices within the SDE and to the State Board of Education.

LIST OF APPENDICES

Appendix A: Promising Practices Dissemination Coordinators

Appendix B: Promising Practices Data Collection by SERC

Special Education Resource Center

- PERSONNEL DEVELOPMENT
- INFORMATION & DISSEMINATION
- SUPPORTIVE SERVICES
- EXHIBITS & EXPOSITIONS

May 10, 1983

It is getting close to the end of the year and I would once again like to thank you for your efforts in disseminating your Promising Practices during the school year 1982-1983. There are a few bits of information that I would like you to send me as soon as you can:

1. Approximate number of inquiries you received relative to your practice.

2. Number of school districts (if you know) who are implementing parts or the whole of your model.

3. Number of presentations you have made relative to your model practice.

4. Approximate number of responses you had to make relating to your model.

5: Was it advantageous for you to have your program cited.

6. Any other impact that you think your model has had either internally or externally.

Sincerely,

Arnold Fassler
Director

AF/rt

Dissemination Coordinators

PROMISING PRACTICES

District/Agency	Promising Practice	Dissemination Coordinator
Bridgeport	Parent-Child Program	Judith B. Hurle Director of Ear. Child Pro
Brookfield	Early Intervention Preschool Program	Judith D. Brockelman Preschool Coordinator
Coventry	Coventry Early Education Development Program (CEED)	Karin Randolph CEED Coordinator
CREC	Alternative Vocational School	Virginia O'Brien Deputy Director of Operati
CREC	Behavior Observation System	"
CREC	Preschool Intervention Program	"
CREC	Regional Educational Assessment and Consultation Team	"
DCYS	Family School Day Treatment Program	Kathy Rockwood Principal
Enfield	Enfield Staff Developmental Program	
Fairfield	Comprehensive Data Management System	Dr. Robert O. Guth Director, PSES
Greenwich	A Special Education/PPS Manual - A Cross District Guide	Marie Bierman, Director of Pupil Personnel Service
Greenwich	A Career Education Program for Special Students-A School Community Approach	"
Greenwich	The Greenwich Preschool Evaluation Clinic	"
Hartford	Preschool and Elementary Diagnostic Centers	Mr. Peter Landerman Social Worker
Hartford	Secondary Diagnostic Center	Charlotte Calhoun Social Worker
Manchester	Bentley Day Treatment Program	Richard A. Cormier Supervisor, Spec. Education
Middletown	Computerized Individualized Education Plan	David Audette Director of Pupil Services
Monroe	Monroe Pre-School Program Mass Screening Procedure	Mary Budrawich, Director-School Psychologist
Naugatuck	Peer Tutor Program	Doris B. Crane School Psychologist
New Canaan	Early Intervention Program	Alan B. Gould Coord., Lang, Sp. & Hear.
New Haven	Vocational Work Experience Program for the Handicapped	George Caruso Coordinator, Work Study Pro
Norwalk	Physical Education Programs for Young Parents	Beverly Dieter School Nurse
Orange	Child Study Team	Francine Farber Director of Spec. Services

Dissemination Coordinators (cont'd)

istrict/Agency	Promising Practice	Dissemination Coordinator
egional #14	Alternative Education - Drop-out Prevention	Dr. Norman D. Bond Director of Special Servic
tamford	Seventh Grade Career Exploration Program	Claire Friedlander, Director of Guidance
tamford	Executive High School Internship and Volunteer Experience Program	"
tamford	You and Your Future - Handbook for Seniors	"
tamford	Kindergarten Individual Developmental Screening (KIDS)	"
olland	Buddies for Better Breathing (BBB)	Irene F. Gay R.N. School Nurse
estport	Program Evaluation: Special Education Graduates and Tutorial Program	Kate McGraw, Assistant Superintendent
estport	Parent School Communication - A Regional Advisory Council	Kate McGraw Asst. Supt., PP/SE
estport	Special Education Career Vocational Program	Bernice Luskin Car./Voc. Coordinator
ilton	School Crisis Resource Team	Dr. Martin Rosmarin Psychologist

PROMISING PRACTICES - 1982-1983

1. Approximate number of inquiries received relative to practice:

Bridgeport		
Brookfield		
Coventry		5
CREC (4PP)	DTS	5
	AVS	6
	REACT	1
	PIP	88
DCYS		no figures given (see letter)
Enfield		
Fairfield		20
Greenwich		9
Hartford		2
Manchester		6
Middletown		70-90
Monroe		4
Naugatuck		
New Canaan		10
New Haven		5
Norwalk		5
Orange		6
Regional #14		3
Stamford	(all PPs)	17-20
Tolland		6
Westport	(Sp. Ed. Career Vocational Programs)	12
	(Regional Advisory Council)	none
	(Follow-up study)	2
Wilton		11

2. Number of school districts implementing parts or whole of model:

Bridgeport		
Brookfield		
Coventry		2
CREC	DTS	0
	AVS	unknown
	REACT	0
	PIP	1
DCYS		
Enfield		
Fairfield		Do not know although we have sold catalog re goals and objectives to 6 school systems
Greenwich		2
Hartford		No school districts are implementing model.
Manchester		None
Middletown		None yet due to outlay of funds - but some districts have indicated they will purchase hardware to implement comp. IEP.
Monroe		Don't know of any.
Naugatuck		
New Canaan		3 systems are implementing parts of program. Awaiting visitations from 2 people.
New Haven		2
Norwalk		One school district implementing parts.
Orange		A few districts have developed all or part.
Regional #14		1
Stamford		Four districts are implementing.
Tolland		3
Westport	(Sp. Ed. Career Vocational Programs)	15 (12 under Title III, IV diss. grants)
	(Regional Advisory Council)	None
	(Follow-up Study)	None

Wilton	4

3. Number of presentations made relative to model practice:

Bridgeport		
Brookfield		
Coventry		4
CREC	DTS	10
	AVS	4
	REACT	1
	PIP	31
DCYS		
Enfield		
Fairfield		12
Greenwich		15
Hartford		1
Manchester		4
Middletown		20
Monroe		8 (1 in Boston)
Naugatuck		
New Canaan		4
New Haven		4
Norwalk		3
Orange		5 (including 1 to regional members of CASISE.
Regional #14		3
Stamford		8
Tolland		3
Westport	(Sp. Ed. Career Vocational Programs)	3-4
	(Regional Advisory Council)	1
	(Follow-up Study)	none
Wilton		7

4. Approximate number of responses made relating to practice:

Bridgeport		
Brookfield		
Coventry		5
CREC	DTS	5
	AVS	8
	REACT	1
	PIP	50
DCYS		
Enfield		
Fairfield		
Greenwich		27 written and 200 verbal
Hartford		2
Manchester		8-10
Middletown		70-90
Monroe		4
Naugatuck		
New Canaan		15
New Haven		6
Norwalk		5
Orange		n/a
Regional #14		6
Stamford		no more than one inquiry per practice.
Tolland		6
Westport	(Sp. Ed. Career Vocational Programs)	12
	(Regional Advisory Council)	None
	(Follow-up Study)	None
Wilton		25

5. Was it advantageous to have program cited:

Bridgeport	
Brookfield	
Coventry	It was advantageous for us to have CEED cited as a Promising Practice. It brought increased positive attention to our program from the superintendent and board of education.
CREC	Yes
DCYS	
Enfield	
Fairfield	Helps total public relations effort and gives status to our programming efforts.
Greenwich	Stimulated our special ed. staff. Lifted morale of staff and school system. Newspaper publicity. Heightened awareness of Bd. of Ed. Shared good practices.
Hartford	Source of pride to staff.
Manchester	Yes, it was advantageous. Good for staff morale.
Middletown	Allowed us the opportunity to review our IEP activities and provided us with people outside the system to offer constructive suggestions to improve the project.
Monroe	Morale boost for staff. For first time program has not been considered for budget cut.
Naugatuck	
New Canaan	Yes. The help from the state via the published outline of the program enabled us to reach other systems. Impressed with the follow-up support given by the SERC Director. Support from SERC in terms of media re-organization of our parent workshop series was particularly worthwhile. Now have a new direction for their brochure and over-all series design.
New Haven	Yes.

Norwalk	Community awareness has been broadened.
Orange	Yes, felt it was advantageous to be cited.
Regional #14	n/a
Stamford	Yes.
Tolland	Gave program wide coverage. Encouraged us to develop program for printing and gave us funds.
Westport	(Sp. Ed. Career Vocational Program) Limited due to inadequate funding - both local and state. (Regional Advisory Council) No (Follow-up Study) No
Wilton	Yes, very much so.

6. Any other impact model has had either internally/externally:

Bridgeport	
Brookfield	
Coventry	
CREC	More awareness to school systems through state.
DCYS	
Enfield	
Fairfield	
Greenwich	Needed a lot of secretarial time. Demanded a great deal of paperwork. Used much staff time. Distrupted teaching time. Multiple presentations became very tiring and time consuming.
Hartford	Not aware of any other impact. This program has been cut back for next year.
Manchester	No response.
Middletown	Has served as a catalyst for development of other computer uses withing the department.

Monroe	With the grant and assistance from D. Berg we now have a slide presentation and a brochure.
Naugatuck	
New Canaan	
New Haven	
Norwalk	
Orange	Considered prestigious by board members. Had positive impact on staffs.
Regional #14	n/a
Stamford	Has been a positive method of learning important information from district to district.
Tolland	Generated good feelings from board of ed. Developing a presentation and giving more to the program.
Westport	(Sp. Ed. Career Vocational Programs) Internship programs for regular students. (Regional Advisory Council) Enjoyed working together on project. (Follow-up Study) Enjoyed working together on project.
Wilton	Internally, generated more interpersonel concern and legitimized discussion of taboo topics, i.e., death, divorce, terminal illness. Externally, "gave permission" to some people/schools to accept the role the school plays in in the crisis experienced by students, families and faculty.

APPENDIX B

PRODUCTS

2. DELAWARE

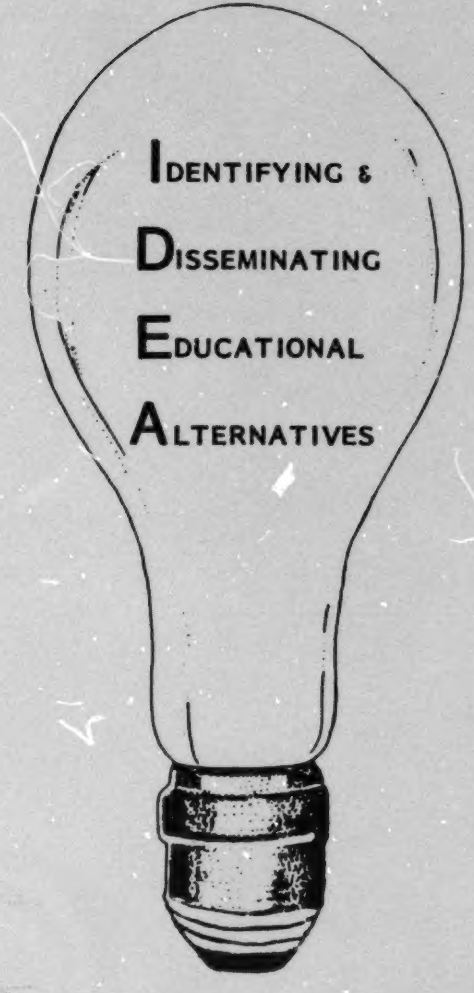
ANOTHER 1ST
FROM THE

Delaware Department of
Public Instruction Exceptional Children/
Special Programs Division
and the
Delaware Learning Resource System

STATE BOARD OF EDUCATION
DOVER, DELAWARE

INTRODUCES . . .

Project IDEA



WHAT IS Project IDEA?

In 1984, the Department of Public Instruction's Exceptional Children/Special Programs Division took steps to provide recognition to effective programs, practices, and ideas for handicapped students. In doing so, the DPI also began the process of dissemination of the programs through the Learning Resource System (LRS). Now educators and service providers across the state of Delaware can use the programs of Project IDEA to improve services in their own schools. And each year new ideas will become part of Project IDEA, thereby increasing the choices for local practitioners.

HOW CAN I BECOME INVOLVED?

- *To become a resource in* Project IDEA:

  If you are a practitioner and wish to become one of Project IDEA's resources, the DPI will inform you about and assist you in the nomination and review process. Simply call the DPI contact person whose name is on the last page of this brochure and you'll be on your way.

- *To become a consumer of* Project IDEA:

  If you would like information describing the resources in Project IDEA, the LRS Dissemination Specialist at Red Clay can provide this. In fact, any of the LRS centers will have written information to send you.

WHAT IS THE PROCEDURE?

Beginning in September, 1984, the DPI will have a Procedural Manual available to tell local educators how to become part of Project IDEA's resource pool. The process is one of

- *Nomination*
- *Review*
- *Selection*
- *Dissemination*.

If your practice is in one of the selected topic areas, you will be given priority consideration. These special topic areas are:

- *Least Restrictive Environment*
- *Emotionally Disturbed*
- *Vocational Education for the Handicapped in Regular Secondary School Settings*
- *Transition from School to Work*
- *Early Childhood*
- *Cost-effective Related Services*

WHAT IS THE ROLE OF THE DEPARTMENT OF PUBLIC INSTRUCTION?

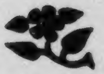
The DPI will receive all the nominations, review them for quality and appropriateness, make a site visit if necessary to verify a practice, and inform local practices if they are selected. The DPI may make available limited funds to assist practices that are responsive to significant issues in special education. Above all else, the DPI is there to help educators become part of Project IDEA.

WHAT IS THE ROLE OF THE LEARNING RESOURCE SYSTEM?

The LRS is the dissemination arm of Project IDEA. Once a program, practice, or idea is selected, the LRS will assist that practice with dissemination activities, will offer workshops on replication, and will publish a catalog and newsletters of descriptive information on promoting activities. The Dissemination Specialist at Red Clay will provide assistance if you need help finding out about a promising practice or adopting one.

ANNUAL ACTIVITIES

There are three major components to Project IDEA. In the fall, requests for nominations will be made; during the winter, review and selection will occur; and in the spring, awards will be announced and technical assistance, training, and dissemination will take place.



For more information, call or write:

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Phone: 856-5429

Center Manager
Learning Resource Center
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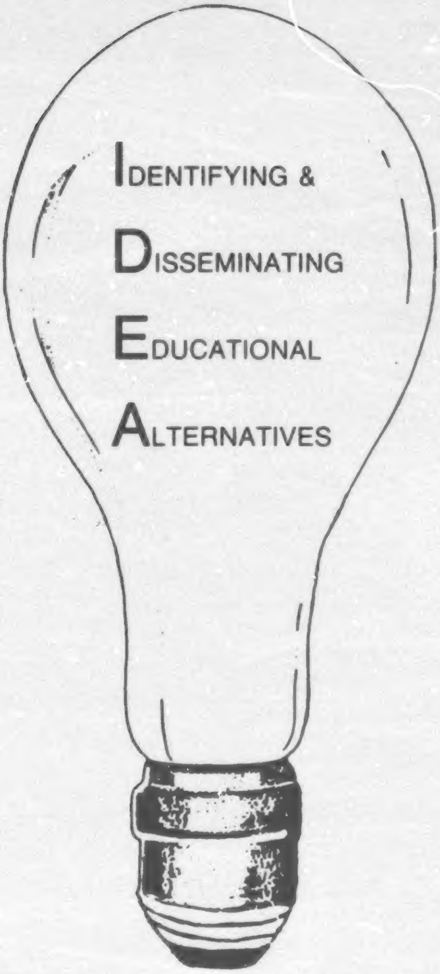
Delaware's Project IDEA Program *is a collaborative effort of the State Department of Public Instruction's Exceptional Children/Special Programs Division and The NETWORK, Inc., Andover, Massachusetts. The* Project IDEA *brochure was developed by the Dissemination Model Assistance Project, funded by the U.S. Department of Education's Office of Special Education and Rehabilitation Services.*

Project IDEA


IDENTIFYING &
DISSEMINATING
EDUCATIONAL
ALTERNATIVES

A PROMISING PRACTICES SYSTEM

FOR

DELAWARE'S EDUCATORS

— DELAWARE PROCEDURAL MANUAL —

DOCUMENT NO. 95-01/84/07/11

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PROJECT IDEA
A PROMISING PRACTICES SYSTEM
FOR
DELAWARE'S EDUCATORS

By HELEN M. HOLLEGER
State Supervisor
Exceptional Children Programs
and
DONALD F. AMES
State Supervisor
Exceptional Children Programs

In Collaboration with:

The Dissemination Assistance Project
of The NETWORK, Inc., Andover, Massachusetts,
and funded by the U.S. Department of Education's
Office of Special Education and Rehabilitative
Services.

THE DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION

WILLIAM B. KEENE, State Superintendent

JOHN J. RYAN, Deputy State Superintendent

SIDNEY B. COLLISON, Acting Assistant State Superintendent
Instructional Services

CARL M. HALTOM, State Director
Exceptional Children/Special Programs Division

September 1984

DELAWARE PROCEDURAL MANUAL

A. Introduction

Background -- Purposes

Program improvement efforts are consistently part of the education process in our schools. When a teacher or a group of educators develop an idea that works, and that same idea with some "fine tuning" and "customization" can be used by others, such a sharing opportunity ought to happen. A Promising Practice system is a way to collect information about effective practices in a systematic way and to spread the good word about those practices for others to consider. It capitalizes on the informal sharing processes between and among educators. It encourages practitioners to seek recognition for their good works and to share their success with others. It offers opportunity and hope for those with problems for which they seek solutions.

At the national level, there is a system of promising practices for all educators to use -- The National Diffusion Network (see state facilitator in the DPI). At the state level, there are similar systems to Delaware's across the country. What our current effort represents is an established way to respond to personnel development needs among special educators in our own state. It is the intention of the DPI to support the promising practice effort over a period of time -- years. Then we will have descriptive information and program sharing from among the very best special education practices and a system of support for educators across our state.

B. What is a Promising Practice

A Promising Practice is an idea that works. It can be a simple classroom practice used by an individual teacher to enhance learning. It may be a school-based program involving several teachers, parents, and administrators serving many children. It may be a combination of people, agencies, and services across districts. But whatever it is, it meets the needs of special educators, regular educators, and serves children. Extensive research is not a requirement, however, there should be clear indicators that the program works. Finally, a promising practice must have the potential to be easily and inexpensively used by others.

C. Incentives for Becoming a Promising Practice

The most important reason for becoming a promising practice is to share an idea that works, that will help other educators serve children better, and to provide solutions to problems in special education. If your idea or project becomes a Promising Practice, you will receive state-wide recognition for your work and increase your own knowledge and skill by working with other educators. Your Promising Practice, if chosen, will be described in a directory of practices used throughout the state and disseminated by the Department of Public Instruction. The DPI may make funds available ranging from $500 to $1,000 for dissemination activities. Funds may be used for training, visiting the practice, or developing dissemination products and/or brochures. The Delaware Learning Resource System will provide training and technical assistance to the practice. Along with DPI, the LRS will promote awareness of the practices at statewide conferences and professional organizations.

D. Identification and Nomination of Promising Practices: Who May Identify a Practice?

All members of local education agencies, and other state agencies, serving handicapped students are encouraged to recommend promising practices to the designated person in their school district or agency. Such persons have been identified by local superintendents and will be designated to work with DPI staff.

Who Actually Nominates the Practice?

In addition to the local contact person in each school district, DPI personnel, other agency personnel, and specified others will actually nominate a practice. They will send the PROMISING PRACTICES NOMINATION form to the Selection Committee Chairperson in the Department of Public Instruction where it will be reviewed.

Who Reviews Nominations and Selects a Promising Practice?

The DPI has assembled a Selection Committee and developed a review process for practices nominated from the field. Identified practices once formally nominated, will be reviewed by DPI personnel and those meeting initial screening criteria will be reviewed by the Promising Practices Selection Committee. The Committee will recommend all practices meeting the criteria to the DPI for dissemination.

What Criteria will be used for Selection?

- A practice needs to demonstrate that it works.
- It must be applicable to special education.
- It ought to have a training component for teachers or service providers.
- It should be easily replicated in a new site.
- The cost of adopting the practice should be modest.

What is the Role of the Learning Resource System?

The LRS will be one of a number of ways information about Promising Practices will be made available to school practitioners by the Department of Public Instruction. The LRS will have a major role in dissemination but they will not be invloved in the nomination and selection process (see dissemination).

E. The Review Process

A special form, Promising Practices Nomination, asking for specific kinds of informaton will be available in all local districts and other agencies. The practice, in turn, will send their information back to the DPI for screening.

Will practices be visited on-site to verify and further document their work?

If a practice in a state agency or school seems promising, and the Selection Committee has no first-hand knowledge of its work, a site visit may be scheduled before the review process can be completed.

When will decisions be forthcoming concerning a practice's status in the review process?

Once the Promising Practices Nomination form containing pertinent practice information is received by the DPI, it will be reviewed by the Selection Committee. The Selection Committee will make recommendations to DPI. The DPI director will inform agencies of their selection/awards. This whole process could take several months before all steps are completed.

Are there specific topic areas which will receive special attention?

Initially, all topical areas that deal with services in special education will be considered. In subsequent rounds, the focus may be more limited. Such topics now under consideration might be:

- Least Restrictive Environments;
- Emotionally Disturbed;
- Vocational Education for the Handicapped in Regular School Settings;
- Transition from School to Work;
- Early Childhood; and
- Cost-Effective Related Services.

DISSEMINATION AND REPLICATION

The ultimate goal of identifying promising practices is the improvement of programs and services for children. As a means of achieving this goal, the DPI seeks to identify these practices, disseminate information about them, and encourage replication.

DEFINITIONS

Dissemination is the sharing of information for the purpose of increasing the awareness, knowledge, and interest of other agencies in a particular practice.

Replication is the process which involves the study and adoption of one agency's practice by other agencies. Replication does not necessarily mean duplication.

A replicating agency may choose to use only some of the aspects of a model agency's practice; it may adapt the practice to serve a different population. A replicating agency should, however, consider itself committed to maintaining integrity of the model agency's practice.

ROLE OF THE DPI

Successful dissemination and replication require that the DPI, the model agencies, and the replicating agencies work together. One way the DPI intends to achieve this collaboration is through its

Learning Resource System (LRS).

The activities of the LRS fall into two major categories: disseminating those that are general and aimed at statewide effective dissemination and successful replication and those that are designed to help particular model and/or replicating agencies.

A. Reaching the State. The following activities are examples of how the LRS will reach the state as a whole:

1. Statewide distribution of a publication of ideas that work to all appropriate individuals and agencies. This publication will describe all selected promising practices.

2. Facilitating the sharing and the discussion of information about successful practices with groups from interested agencies. This activity need not be limited to school districts, but could inlude parent and professional organizations, educational television, and SpecialNET.

3. Facilitating the presentation of model agency practices to interested agencies by arranging seminars, institutes, workshops, etc.

4. Publishing articles in newspapers, departmental newsletters, professional journals, etc. describing the state's promising practice effort.

5. Arranging for "spot" announcements on radio/TV concerning promising practices in general.

B. Assisting the Model Agency. Probably the most effective way to disseminate promising practices is to assist the model agencies to become effective and enthusiastic disseminators themselves. Some of the methods the LRS and DPI will use in this effort include.

1. The DPI may provide funds ranging from $500-$1,000 to model agencies to assist them in dissemination activities. These may include training, travel, brochures, and related materials for replication.

2. The DPI will encourage local Boards of Education to fund dissemination activities.

3. The LRS will provide consultative services for training model agency staff in effective dissemination techniques.

4. The LRS will identify regional or state forums at which model agencies can present their practice.

C. Assisting the Replication Agency. The LRS will assist potential and actual replication agencies by:

1. providing general information about statewide promising practices;

2. offering regional workshops on effective replication procedures; and

3. providing appropriate consultative services.

ROLE OF THE MODEL AGENCY

The model agency must be committed to providing adequate information and support if its promising practice is to have an impact on others. This requires that the model agency be enthusiastic and dedicated to the propagation of its practice. Each agency will be asked to commit at least four days to assist with dissemination and replication activities as well as attend training support activities organized by the LRS Dissemination Specialist.

Dissemination activities will fall into two major categories -- actively promoting awareness of the promising practice and responding to requests for information and assistance.

A. Promoting Awareness

1. DPI Publication

The first task of the model agency will be to provide an abstract of its practice for inclusion in the publication Promising Practices in Special Education. The DPI will provide the format for the abstract.

2. Community Awareness

Each model agency will also be expected to submit a written description of its promising practice to their local newspaper.

3. Other Awareness Materials

Model agencies may choose from a variety of options to develop materials which describe their practice. These include brochures, booklets, flyers, and audio-visual presentations.

4. Model agencies are encouraged to participate in disseminating activities which include:

   a. presentations
   b. institutes
   c. workshops
   d. demonstrations

B. Responding to Requests and Assisting Interested Agencies.

Before a model agency disseminates information about its practice it should determine types of assistance or services it will be able to offer. The model agency should negotiate the extent of its own involvement with other interested agencies.

1. On-site visits

Model agencies should allow visitors but should establish conditions under which this will be done. Such factors as frequency, duration, and purposes must be determined, including the number of visitors that will be accommodated at any one time.

2. Training

A major responsibility of the model agency involves training. Training activities may include the following: training potential adopters, assisting with initial planning activities, helping to determine training needs, resources, potential problems, if any, and monitoring progress at the replication site.

The model agency also acts as a consultant to the replication site. It offers ongoing support and remains available until the practice becomes an integral part of the operation at the new site.

3. Assisting Replication Agencies With Implementation Plan

Once a potential adopter decides to implement a promising practice, the model agency is responsible for certain activities:

a. Working cooperatively with the replicating agency to develop its plan for implementing the practice.

b. Determining whether all or only certain aspects of the practice will be replicated.

c. Determining what modification may be made.

ROLE OF A REPLICATING AGENCY

All agencies are encouraged to visit, investigate, and use the practice and facilities of any of the model agencies. It is hoped, however, that agencies wishing to replicate a promising practice do the following:

1. Make a good faith effort to maintain or improve upon the quality of the model agency's practice.

2. Consult in depth with the model agency in all cases, but particularly, when the replicating agency is thinking of using only certain components of the model agency's practice, or is planning significant modification of the

model agency's approach.

3. Visit with the model agency's staff, and practice often enough to guarantee thorough understanding of all aspects of the practice.

4. Provide the fiscal and staff resources necessary to gain a full understanding of the practice.

5. Invite the model agency to visit and consult as the replication plans for the practice are developed and implemented.

6. Keep the DPI informed of replication process and problems.

7. Seek DPI/LRS technical assistance.

8. If appropriate and within time constraints, conduct a summative evaluation, the results of which will be reported to the model agency.

DEPARTMENT OF PUBLIC INSTRUCTION
EXCEPTIONAL CHILDREN/SPECIAL PROGRAMS DIVISION

PROJECT IDEA NOMINATION FORM

The ____________________________ School District wishes to submit the following project to the Exceptional Children/Special Programs Division of the Department of Public Instruction for consideration as an exemplary promising practice in special education, recognizing the professional obligation for dissemination efforts,should the project be so identified.

____ ____________________
School Superintendent's Signature Date

I. DEMOGRAPHIC DATA:

School District: ____

Address: ____

____

Nominator: ________________________________ Telephone: __________

Project Title: ____

Project Contact Person: ____________________Telephone: __________

Priority Area Served by Project: ________________________________

Target Audience: ____

Schools in Which the Project is Currently Operational: __________

____

____

____

II. PROJECT DESCRIPTION (200 Words Maximum):

III. EVIDENCE OF PROGRAM EFFECTIVENESS (100 words maximum):

IV. REQUIREMENTS OF ADOPTING SCHOOLS (Including Training and Implementation Costs):

V. SERVICES AVAILABLE FROM PROJECT (Including Training and Follow-up):

VI. DISSEMINATION BUDGET:

Please indicate the amount of financial support this project would require were it to be replicated in three sites during the next school year:

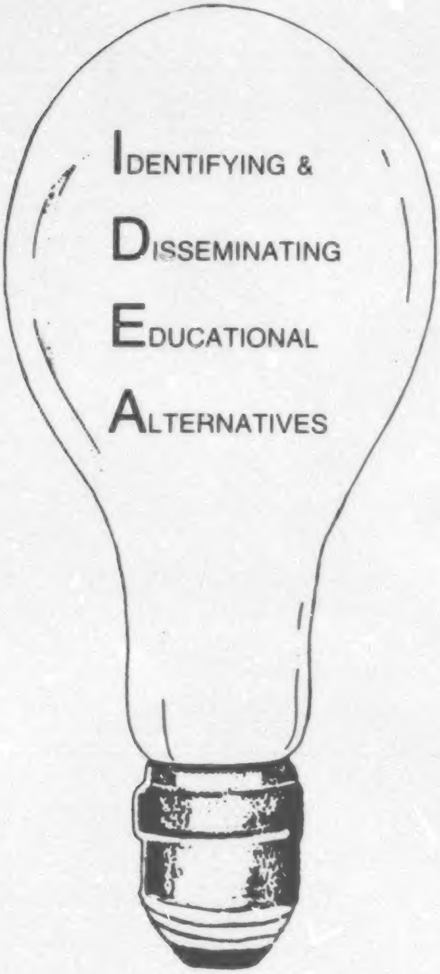
Professional Salaries	$________
Non-Professional Salaries	________
Employee Costs	________
Contracted Services	________
Travel	________
Supplies/Materials	________
Indirect Costs	________
Capital Outlay	________
Total	$________

PLEASE RETURN TO: Mrs. Helen Holleger, State Supervisor
Exceptional Children/Special Programs Div.
Department of Public Instruction
P.O. Box 1402, Townsend Building
Dover, DE 19903

DFA/de
3/29/84

Resources for Successful Dissemination of Promising Practices

Project IDEA


IDENTIFYING &
DISSEMINATING
EDUCATIONAL
ALTERNATIVES

— DELAWARE RESOURCE MANUAL —

DOCUMENT NO. 95-01/84/07/12

RESOURCES FOR SUCCESSFUL DISSEMINATION OF PROMISING PRACTICES

Compiled by:

The Dissemination Assistance Project
of The NETWORK, Inc., Andover, Massachusetts
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Services.

In Collaboration with:

HELEN M. HOLLEGER, State Supervisor
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THE DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION

WILLIAM B. KEENE, State Superintendent

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Exceptional Children/Special Programs Division

September 1984

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Planning

PLANNING FOR DIFFUSION

Developing a model program is very different from diffusing a model program. Whether the innovation being diffused is simple or complex the diffusion process is always complex. Because of this, the importance of careful and thorough planning can not be overstressed.

The Planning Steps listed below are intended to guide you as you re-conceptualize your project as a resource capable of meeting needs in other settings.

1. Define what is to be diffused.
   What are the components of the total model? Which components can be adopted/adapted as separate elements (i.e. screening procedure, remediation approach, use of paraprofessionals)?

2. Determine adaptation possibilities.
   What elements of the original model or components can be modified to better fit local conditions? To answer this, the project staff should determine which elements it considers to be essential and which it considers adaptable without jeopardizing the integrity of the original model.

3. Determine adoption procedures.
   Which methods would most effectively equip adopters to implement the program (level of training, type of information to be provided, type of follow-up assistance required, sequence of steps, materials, forms, etc.)?

4. Determine ways to involve the program staff in planning for diffusion activities that may affect the day-to-day operation of the regular program (site visits, demonstration teaching, release time for training, etc.)?

5. Determine criteria for selecting adopters.
   What resources (financial and other), support and characteristics should adopters possess? Are there geographic or distance considerations important to the selection of sites?

6. Determine number of adopter sites project can work with.
   The resources of the project should be considered realistically since it is likely that the demand will be greater than the project can respond to. What criteria will be applied to select adopters?

7. Identify specific procedures for informing program staff, students, and parents about diffusion objectives, activities and outcomes.

8. Identify existing diffusion networks and agencies as sources of possible adopters or resources (e.g., State Department of Education, USOE Natonal Diffusion Network, NIE Regional Exchange).

9. Plan the overall timeline of activities.

10. Budget resources (staff, money, space).

11. Develop a documentation system for recording specific activities and information. What do various groups need to know (managers, staff, funding agency, etc.)?

12. Develop an evaluation plan for diffusion, including awareness activities, training, materials and visits.

A final thought on planning . . .

The list of planning considerations above imply an extensive planning phase prior to beginning actual diffusion activities. Making the transition from program development to program diffusion is a complex change effort in itself -- one requiring ongoing attention to refining plans and approaches.

DIFFUSION PLANNING CHECKLIST

	Decision or Next Step	Person Responsible	Dates
1. What is to be diffused?			
2. What are the adaptation possibilities?			
3. What are the adoption procedures?			
4. How can program staff be involved?			
5. What are the criteria for selecting adopters?			
6. How many sites will there be?			
7. How are staff, parents, students, etc., to be informed?			
8. What diffusion networks and agencies should be contracted?			
9. What is the overall timeline?			
10. How are resources allocated?			
11. What are the documentation needs and mechanisms?			
12. How will the diffusion activities and materials be evaluated?			

DIFFUSION PROFILE WORKSHEET*

1. Diffusion (Pre-Replication) Readiness Considerations

   (The items below are steps for a project in the process of becoming ready to engage in program replication.)

   A. Determine objectives for diffusion -- e.g., replication of entire program, levels of involvement with adopters, target population/areas, level of effort (no. of adopter districts.)

   B. Identify program components available for replication -- i.e, can elements of the project model be separated out to be replicated elsewhere? What are they? How can they be described, presented?

   C. Determine adaptation possibilities -- i.e., what elements of the original model (or components) can be adapted to better fit local conditions. What are the essential elements and acceptable modifications? (e.g., evaluation design; diagnostic procedure.)

   D. Plan overall timeline -- what is your timeline for meeting your objectives for replication?

   E. Assign staff -- determine who will be responsible for diffusion activities (e.g., such as awareness, training, product development, liaison, follow-up.)

   F. Explore availability of resources from other agencies -- i.e., State Department of Education, National Diffusion Network, Area Learning Resource Centers.

2. Three Major Stages of Diffusion:

   (The following Major Stages of Diffusion were developed by NALDAP and drawn from the diffusion literature. Models developed by Rogers (1962), Robertson (1971), Rogers and Shoemaker (1971), Havelock (1973) and Berman and McLaughlin (1975) were sources studied. The model described here is by no means inclusive or consummate. We believe it does represent a useful framework in which to examine diffusion processes.)

---

*Developed by D. "Max" McConkey and Martha Williams, February 1976.

I. Initiation

The Initiation stage focuses on the dissemination of information -- information designed to make various target audiences aware of what the project does. It also includes the selective distribution of products developed by the project, such as procedures, approaches, and techniques.

II. Implementation

The Implementation stage includes those activities which prepare a school or district to implement the project model or components. It begins with the planning of training sessions for school personnel, the actual training itself, and the preliminary installation of the program (or program components.)

III. Integration

Diffusion always involves adaptation of the original model. Attention given to the program in its early stages of implementation helps to stabilize it and integrate it into the total school fabric. To do so involves becoming increasingly aware of the dynamics of the organization (e.g., internal forces, external pressures, attitudes), and creating means of intervening to provide support and assistance.

3. Activities Often Included in Each Major Stage:

(These are listed in an order which, depending upon the situation, may or should not be sequential.)

I. Initiation

A. Identify target audiences.

B. Create awareness vehicles (brochures, news releases, video presentations).

C. Mail awareness materials to school personnel.

D. Conduct awareness sessions at local, state and regional level.

E. Develop and distribute products on various project components.

(Additions):

F. ____________________

G. ____________________

II. Implementation

A. Identify schools to participate in implementation activities.

B. Conduct needs assessment.

C. Negotiate involvement.

D. Design preliminary implementation plan.

E. Obtain commitment.

F. Confirm availability of needed facilities, resources, materials, staff in adoption site.

G. Plan and conduct training program designed to meet the needs of the identified school personnel.

H. Work with school personnel to adapt project materials and procedures for local use.

I. Begin program on trial (or pilot) basis.

J. Conduct evaluation of effectiveness.

(Additions)

K. ______________________________

L. ______________________________

III. Integration

A. Create implementation plan. Incorporate factors such as objectives, activities, budget and timeline.

B. Develop support mechanisms within the school to complement the new program.

C. Develop documentation and evaluation procedures.

D. Plan for follow-up assistance.

E. Anticipate future training needs.

(Additions)

F. ______________________________

G. ______________________________

4. Checklist of Activities in Each Stage of Diffusion

(In the first column check each of the activities -- including those you have added -- which your project is already emphasizing in its diffusion effort. Check the activities in the second column which you believe need to be emphasized by your project in the upcoming year.)

	Activities we now emphasize:	Activities we need to emphasize:
I. Initiation		
A. Identify target audiences.	___	___
B. Create awareness vehicles (brochures, news releases, video presentations.)	___	___
C. Mail awareness materials to school personnel.	___	___
D. Conduct awareness sessions at local, state, and regional level.	___	___
E. Develop and distribute products on various project components.	___	___
F. ______________________	___	___
G. ______________________	___	___
II. Implementation		
A. Identify schools to participate in implementation activities.	___	___
B. Conduct needs assessment	___	___
C. Negotiate involvement.	___	___
D. Design preliminary implementation plan.	___	___

	Activities we now emphasize:	Activities we need to emphasize:
E. Obtain commitment.	___	___
F. Confirm availability of needed facilities, resources, materials, staff in adoption site.	___	___
G. Plan and conduct training program designed to meet the needs of the identified school personnel.	___	___
H. Work with school personnel to adapt project materials and procedures for local use.	___	___
I. Begin program on trial (or pilot) basis.	___	___
J. Conduct evaluation of effectiveness.	___	___
K. ________________________	___	___
L. ________________________	___	___
III. Integration		
A. Create implementation plan. Incorporate factors such as objectives, activities, budget and timeline	___	___
B. Develop support mechanism within the school to complement the new program.	___	___
C. Develop documentation and evaluation procedures.	___	___
D. Plan for follow-up assistance.	___	___

	Activities we now emphasize:	Activities we need to emphasize:
E. Anticipate future training needs.	___	___
F. ____________________________	___	___
G. ____________________________	___	___

5. Diffusion Profile of My Project:

Given the above checklist:

A. We seem to be strongest in the following general areas:

B. Given our project strengths and my own interests and experience, I could possibly help other projects in the following areas:

C. We need to place more emphasis on the following general areas:

D. I would like some specific help (ideas, resources, information) in the following general areas:

DIFFUSION PLANNING GUIDE

STAGES/Activities	Decision to be made or next step to be taken	Staff Responsible	Target Date	Completed or ready to go ( )
I. PLANNING				
A. Identify program components to be diffused				
B. Determine adaptation possibilities of components				
C. Identify existing diffusion systems				
D. Identify non-project resources				
E. Allocate staff and resources				
F. Design preliminary program implementation plan				

DIFFUSION PLANNING GUIDE

STAGES/Activities	Decision to be made or next step to be taken	Staff Responsible	Target Date	Completed or ready to go ( )
G. Develop documentation system for diffusion activities				
II. AWARENESS				
A. Identify appropriate target advances				
B. Develop awareness plans and identify strategies				
C. Develop awareness materials				
D. Organize schedules, facilities, staff to function as demonstration site				
E. Arrange, conduct visits at demonstration site				

DIFFUSION PLANNING GUIDE

STAGES/Activities	Decision to be made or next step to be taken	Staff Responsible	Target Date	Completed or ready to go ( )
F. Finalize program implementation plan				
III. SELECTING ADOPTER SITES				
A. Identify potential adopters				
B. Establish selection criteria				
C. Design and conduct needs assessment at potential adopter site				
D. Confirm availability and suitability of needed facilities, resources, and taff at adoption site				
E. Design adoption agreement and procedures				

DIFFUSION PLANNING GUIDE

STAGES/Activities	Decision to be made or next step to be taken	Staff Responsible	Target Date	Completed or ready to go ( )
F. Negotiate your involvement and mutual expectations				
G. Obtain commitment from key personnel				
H. Identify subgroups in adopter site likely to be favorable or unfavorable to the adoption				
I. Identify strategies for local support				
IV. TRAINING				
A. Assess training needs of adopter site				
B. Design and negotiate training plan				

DIFFUSION PLANNING GUIDE

STAGES/Activities	Decision to be made or next step to be taken	Staff Responsible	Target Date	Completed or ready to go ( )
C. Conduct training program				
D. Evaluate training program and identify additional training needs				
V. INSTALLATION OF THE PROGRAM				
TRIAL A. Identify trial classroom in adopter site				
B. Negotiate necessary adaptations in program components with trial staff				

DIFFUSION PLANNING GUIDE

STAGES/Activities	Decision to be made or next step to be taken	Staff Responsible	Target Date	Completed or ready to go ( )
C. Negotiate trial adoption: implementation plan, resources, timeline, evaluation criteria, monitoring procedure				
D. Implement trial adoption				
E. Evaluate trial adoption				
IMPLEMENTATION F. Review adoption agreement: commitment, expectations, responsibilities				
G. Implement program				
H. Develop documentation and evaluation procedures/record keeping system				

DIFFUSION PLANNING GUIDE

STAGES/Activities	Decision to be made or next step to be taken	Staff Responsible	Target Date	Completed or ready to go ( )
I. Monitor installation				
J. Evaluate installation				
VI. ON-GOING SUPPORT/ LONG-TERM FOLLOW-UP				
A. Negotiate terms of on-going support				
B. Monitor long-term student results/ program effectiveness data				
C. Plan and provide necessary follow-up technical assistance				

DIFFUSION PLANNING GUIDE

STAGES/Activities	Decision to be made or next step to be taken	Staff Responsible	Target Date	Completed or ready to go ( )
D. Develop and maintain effective working relationships among adopter sites, SEA, and diffusion networks				
E. Review diffusion plan, materials, and staff for effectiveness				
F. Identify and train turnkey trainees				
G. Begin disengagement from adopter site				

Dissemination

THIRTEEN "KNOWNS" ABOUT DISSEMINATION

What do we know about dissemination-utilization in education? Major insights from the literature and our own experience included the following:

1. People will use the information most readily available, whether or not it fully meets their needs. Practitioners prefer succinct, non-technical information, and, if possible, first hand observation.

2. Interpersonal communication -- people-to-people interaction -- is the most important factor in effective dissemination. The human element is critically important in efforts to link research to practice.

3. Methods of seeking and using information vary greatly according to the user's role and specific need -- behavior ranges from random browsing to highly purposeful searching of an organized information base (alone or through an intermediary).

4. Adoption of innovation occurs in relatively distinct (though not necessarily linear) stages often cited as awareness, interest, evaluation, trial and adoption.

5. Several factors influence the speed with which new ideas are adopted. These include:

    -- characteristics of the adopters (are they innovators, early adopters, laggards?)

    -- characteristics of the adopting unit (is it open or rigid? Does it reward innovative behavior?)

    -- characteristics of the innovation under consideration (What is its relative advantage? Is it easily installed or is it complex, with far reaching organizational, financial and political implications?)

6. Educational innovations are seldom, if ever, "adopted." A process of mutual adaptation occurs in which both the innovation and local situation undergo changes. If viewed as necessary and healthy, this process can deliberately be made to work for the desired improvement.

7. The most innovative schools make conscious arrangements to insure the use of new ideas: successful change seldom occurs haphazardly. Successful innovators do not all follow the same structure, but they all follow some structure.

8. Effective knowledge utilization is most likely to occur in settings where there is a willingness and a capacity to explore a wide range of alternative solutions to problems, i.e., openness to new ideas is virtually synonymous with innovativeness. Problem solving should be seen as an iterative process wherein greater clarity in problem definition occurs over time as perceptions of the "problem" itself change. High capacity systems (in terms of wealth, intelligence, power, status, education, size, sophistication) are more likely to be innovative, having more "risk capital" at their disposal.

9. Resistance to change is firmly entrenched and lies at both the rational and emotional levels. People change because the change is rewarding to them personally, to their group, or to their institution -- processes leading to successful innovation must have payoff value to all parties concerned.

10. Redundance is an important factor in innovation. A single exposure to a new idea is rarely a sufficient stimulus for innovation. Potential users require repeated exposure to an innovative idea, in the same medium or different media and from various sources, before becoming sufficiently motivated to innovate. This is one aspect of what Havelock calls the "synergy" factor.

11. Successful implementation requires early involvement of those to be affected and those who will share responsibility for carrying out the innovation.

12. Outside thrusts (e.g., federal interventions) last for only a limited period of time. Sustained follow-through and local ownership (both psychological and financial) are required for sustaining an innovation or a new capacity. Rapidly changing Federal priorities can be destructive in this regard, particularly in efforts requiring a stable, sustained commitment to building capacity in the field.

13. In all fields knowledge utilization occurs most frequently and most readily when there are open collaborative relations among researchers and developers, "linkers" such as SEA and teacher education personnel, and the ultimate users of client groups.

These thirteen points are taken from a memorandum for Harold Hodgkinson and Mike Smith by Jack Green and Senta Raizen of the Dissemination Resources Groups, National Institute of Education.

What Works in Dissemination?

What works in dissemination? What can project directors do to assure maximum dissemination and adoption of their projects by local school districts?

These questions prompted Marshall L. Schmitt, senior diffusion specialist for the National Diffusion Network (NDN), to analyze successful and unsuccessful practices as reported by NDN project directors in their fiscal year 1979 annual reports.

Successful Approaches

Conditions and approaches that seem to promote successful dissemination are the following:

- Personal contact at awareness and training sessions is the best strategy for making successful adoptions.
- Participants at awareness sessions should be teachers and administrators who have need to improve in the areas covered by the projects.
- Inservice training provided to teachers and others in adopting schools should be consistent in format and emphasis.
- A successful adoption usually requires the support of top administrators, personnel in curriculum areas under which the project will be offered, and the building principal.

Unsuccessful Approaches

Schmitt said the conditions and approaches that lead to unsuccessful dissemination efforts include:

- Awareness sessions at which too many project directors make presentations.
- Awareness sessions scheduled too near the beginning or the end of the school year or along with other professional meetings.
- The "shotgun approach" of using mass mailings to try to gain publicity for a project.
- Requesting too much paperwork from personnel in adopting schools.

- Offering training sessions in which: too many people are being trained at one time; the training sessions start in late afternoon after participants have worked all day; or the training is scheduled as part of an inservice education day which includes many concurrent activities.

For a full summary of Schmitt's findings, contact him at the Division of Educational Replication, Department of Education. Trans Point Building Room 8448, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

(NDN Reporter, September 1980)

DIAGNOSTIC CHECKLIST FOR DISSEMINATION ACTIVITIES

Check your center's dissemination activities in the following areas:

AUDIENCE

____ university special education programs

____ teacher education consortia

____ school administrators

____ teachers

____ teacher organizations

____ students

____ parents

____ community groups

____ state department of education personnel

____ curriculum committees

____ specialists in various disciplines, e.g., remedial reading, speech and hearing

____ others: ____

OVERALL THEME FOR DISSEMINATION

____ CHILD-CENTERED, emphasizing that the change will benefit students.

____ FINANCIAL, emphasizing that the findings or innovation will be economical in terms of benefits received.

____ TRAINER-CENTERED, emphasizing that the innovation will conserve the trainer's time and energy.

____ COMMUNITY-CENTERED, emphasizing that the innovation will benefit the community or society as a whole.

____ **EDUCATIONAL CURRENCY**, emphasizing the desirability of keeping abreast of current educational practices.

____ **LEADERSHIP**, emphasizing the training program or school district's reputation for leadership, or the prestige of being one of the first to introduce the proposed change.

____ others: ________________________________

VEHICLES FOR DISSEMINATION

____ newspapers

  ____ own ______________

  ____ local ____________

  ____ state ____________

  ____ national _________

____ journals

  ____ local organizations ________________

  ____ state organizations ________________

  ____ national organizations (e.g., International Reading Association (IRA) ________________

  ____ university-based ____________________

  ____ topical (learning disabilities, mental retardation, etc.)

____ organizational affiliations

____ brochures

____ multi-media presentation (tapes, slides, etc.)

____ packaged training materials

____ workshops/panels/ presentations

DOCUMENTATION PROCEDURES FOR DISSEMINATION ACTIVITIES

____ Number of visitors to project

____ Number of workshops/presentations

____ Number of media releases/events

____ Number of requests for reprints

Nature of requests for reprints (discipline, organization, etc.)

____

____

____ Number of requests for presentations

____ Nature of requests (parent groups, etc.) ____________

____

____

____ Number of citations in literature

Nature of citations in literature (discipline, etc.)

____

____

____ Documentation of number of reports disseminated and feedback

Documentation of target groups (e.g., parents) ______

____

____

(Components of this checklist adapted from Thiagarajan, S., Semmel, M.I., and Semmel, D.S. *Instructional development for training teachers of exceptional children: A sourcebook.* Reston, VA: Council for Exceptional Children, 1974).

DISSEMINATION DOCUMENTATION TARGET AUDIENCE

RESEARCH FINDINGS IN VARYING FORMATS	Parents	Coordinators/Project Directors	Teacher Trainers	University -- other	School Administrators	Medicine	Teachers	Supervisors	School Psychologists	Speech & Hearing Ther.	Reading Specialists	Paraprofessionals	Federal Agencies	State Agencies	L.E.A.'s	Researchers	Organizations	Consulting Firms	Other
Modules																			
Articles																			
Workshops																			
Conferences																			
Reports																			
Packaged Materials																			
Publications																			

Awareness

MAKING AWARENESS PRESENTATIONS

FOCUS -- What's vitally important and different about your program? What are the most important points you want to communicate? Remember that most people in the audience will remember only a few of the facts you present and that most will self-select only a few core items to remember. Make it easy for them -- don't clutter up their minds with too many details, figures, or unimportant information. Identify three or four important points. In your presentation, come back to these points several times from different directions. Define carefully your OBJECTIVES for your presentation.

AUDIENCE -- Try to find out ahead of time what kind of people you're presenting to -- their interests (NOT yours), their problems, their background. Why did they come? What did they expect when they signed up or chose your session? Then start where they are -- in teacher language if they're teachers, in parent language, in administrator language, or whatever.

DELIVERY STYLE -- There is no one way to make presentations but one basic rule is to do what comes naturally to you. How do you relate most comfortably to people? If you are at ease making a presentation, then your audience will also be at ease and ready to listen. Don't try to copy someone else's style; assess your own strengths and develop a presentation that fits you and your program.

If at all possible, don't read from a prepared script. Talk INFORMALLY with your audience. Move around while you're talking -- don't just stand rigid behind a lectern. If you need a few notes to be sure you don't forget key points, mark them on a small card that you can glance at from time to time. But give those up as quickly as you can -- just be friendly and informative, and take some chances. In our presentations we've often overlooked a key point, and then remembered it later on; we simply shoehorn it in later, even during the question and answer session.

If it feels natural for you, use humor -- preferably around topics your audience will recognize (the heat if it's hot, the west if it's raining, the lack of chairs if the room's overcrowded, etc.)

PRESENTATION FORMAT -- Try different modes. You certainly want to be professional, but audiences like to feel that the presentation they're attending was tailored to them. Plan several optional formats and depending on the vibes you pick up, select one to go with.

Don't think though that you have to "stick" with something, if it's not working, stop and switch to a different approach.

In preplanning, anticipate different audience compositions (teachers, administrators, etc.), different size groups and room arrangements. Plan ways to get your audience involved in the learning that goes on in your program: is there a short activity that the audience could participate in and be excited by? Five minutes of role-playing can get participants talking to each other and to you -- and involved in your program. Or you might ask them to work in small teams and develop five questions that they want answered about your program. Do a quick overview and then start fielding questions from different groups.

Don't try to tell your story chronologically, starting with "Project XYZ was launched in 1492 in the Columbus School District under Title 19 of the new state code mandated by Superintendent Kluttz." Start instead with the most dramatic item or story or feature that makes your particular project different from everyone else's. For example, ask: "Have you ever invited senior citizens into your kindergarten to teach square dancing? We did, and our kids have been learning better ever since." Or: "The first deaf child we worked with last year is now in a mainstreamed classroom, getting A's in third-grade math."

Allow ample time for participant questions and responses. You'll learn a lot about the group from their questions, and you can often reinforce a major "selling" argument in your response to a well-phrased query.

Tell people where they can find you after the meeting -- the rest of the day, that evening, next morning, or whenever -- if you want to interact more closely with potential adopters.

AUDIENCE PARTICIPATION -- You already have identified ideas you want the audience to grasp but until you hear from them, you won't know what they want to learn. Seek their involvement.

If you know a local school in the state where you're making the presentation and if that school is already using your project's materials or techniques, refer to it and tell people what day(s) they can visit there. If you have a local trainer who's ready to work with new adopters, identify that person and tell the group how to make contact. In short, PERSONALIZE and make yourself part of the local scene.

If a question reveals knowledge of your project by someone in the group, and if that persons seems kindly disposed, give him/her time to relate personal experience to the others.

Read the local newspaper before your presentation. Sometimes you can latch onto a local issue that fits into the scope of your effort. "Those of you concerned about the chicken thievery in local henhouses will be happy to know that one of our workbooks let's kids figure out whether the egg or the chicken comes first."

ROOM ENVIRONMENT -- There's no law that says you must leave a room arranged the way you found it, unless chairs are bolted to the floor or made out of cast iron! If your group of 50 turns out to be 10, pull chairs to the side and work from a circle arrangement.

If all the windows in the room are closed when you arrive, try opening a couple. A little fresh air helps improve communication.

AUDIOVISUALS -- Everyone loves pictures, but not when there are too many of them or the lighting is poor. Your feeling for your group may lead you to think that more direct information exchange would be of the greatest benefit. Don't be married to your AV. Review it critically and decide whether showing just half would serve your purposes in some situations. AV does a lot for you, but your audience is passive during the time it's running and attention can easily wander; when the lights go back on, you may find you've lost your audience.

Don't depend on having to use visuals in a presentation. The equipment may not be there or may not work. If you do use AV equipment, be sure ahead of time that the right model and size are available for your film, cassette, tape, or whatever. Be sure proper extension cords are available, the screen is in position, etc. These things should be checked well before the time of your presentation.

Don't use visuals unless they're clear and crisp and large. Remember that lots of people are nearsighted! If you put material on a chalkboard, write in large letters -- for the same reason.

HANDOUTS -- At the end of your session have a simple handout ready to distribute. It should cover the major points (not more than a half-dozen, probably) that you made in the presentation, how to obtain more detailed information, cost of training or materials, etc. The handout can be as simple as a single xeroxed sheet if it contains the key facts, clearly spelled out.

REALIA -- Try to have realia on hand that people can look at after the presentation.

If your audience used any of your program materials during your presentation, be sure to collect them before "dismissal" or they can easily disappear. Also be sure they are back to you before any lights-off AV presentations.

IN GENERAL -- Don't talk in a monotone. Don't talk too long. Don't show AV that runs endlessly (people can slip out of the room while the lights are dimmed). Smile from time to time. Look one person in the eye, then another, and so on. Don't stare at the back wall or out a window -- keep eye contact with those you're communicating with.

Above all, enjoy making presentations -- or select a member of your staff who does to make them for your project!

-- adapted from Improving Program Presentations, Far West Lab, 1977

A CHECKLIST OF IMPORTANT POINTS TO COVER IN AWARENESS PRESENTATIONS

Project Overview

-- development
-- goals and objectives
-- management
-- staffing
-- evidence of effectiveness

Adoption Procedures

-- visits to project site
-- training program
-- adopter requirements and procedures
-- costs
-- next steps for interested schools

Instruction/classroom activity

-- target audience
-- student selection/scheduling
-- instructional program
-- materials/equipment
-- student assessment
-- classroom management
-- teacher/staff role(s)
-- other

AWARENESS AND TRAINING TIPS

Effective workshops just don't happen; they are well planned, carefully conducted and evaluated. The key to success is to remember that there is no substitute for good organization.

Some tips to remember for conducting awareness presentations:

- Avoid including too many details about your program. Use follow-up conversations, phone calls, and letters to provide additional information.
- Don't try to tell everything that's great about your project on the first visit. Save some for later.
- Use the "what's in it for me" principle. Show what can be gained from adopting your program.
- Use a short, ten-minute awareness session to provide an overview of your program to your whole audience, then make yourself available for one-to-one discussions with those who want further information.
- Use slide/tapes to generate and stimulate questions; not to explain every detail of your program.
- While journal articles do create professional credibility, they do not generate demand for your project, so they should not be used as awareness material.

Some tips to remember for conducting workshops:

- Plan the agenda well in advance. Allow for the unexpected. Have extra copies available at the workshop for unexpected participants.
- Have the workshop properly publicized (agenda, place of meeting, time, etc.).
- Develop a list of participants which includes their titles, phone numbers and addresses. Hand out the list at the workshop.
- Check for the facilities for the workshop. The arrangement of tables, chairs, etc. can be very important. The environment should be comfortable. Keep the registration table away from the door.

- Limit the workshop enrollment to a minimum of nine and a maximum of twenty-five participants.

- Review the resources in the manual thoroughly before the workshop begins.

- Have extra copies of workshop handouts available for the participants. Introduce the participants and make them feel welcome.

- Start workshop on time and keep it moving.

- Don't stifle discussion that is germane to the issue at hand; however, when the discussion becomes redundant, tactfully cut if off. Don't deny people their feelings -- allow them to express their views.

- Encourage participation by drawing all participants into the discussion. Try to keep any one person from dominating the workshop.

- Begin planning for the next one as soon as the workshop is concluded. Try tape recording the workshop and listening to it for evaluation purposes.

- Don't wait until the end of the workshop to conduct an evaluation. Stop at least once during the day and request feedback. At the end of the day, hand out the workshop evaluation form.

Training

IN-SERVICE PROGRAMS THAT WORK:
25 CONSIDERATIONS

The Planning:

1. Identify needs and wants.
2. Involve those who will be affected.
3. Provide incentives.
4. Consider voluntary participation.
5. Have top-level support.
6. Consider money: in-service isn't cheap.
7. Consider a comprehensive program.
8. Arrange release time.
9. Remember: different strokes for different folks.
10. Limit group size.
11. Prepare participants for the event.
12. Clearly articulate goals.
13. Consider an inside job, but be cautious.
14. Don't forget options to workshops.
15. Don't do it yourself.

The Consultants:

16. Shop around; check references.
17. Ask for some "how-to-do-its."
18. Support (but don't associate with) the consultant.
19. Don't withhold information.
20. The consultant's not your hit-man.

The Event:

21. Be a participant.
22. Remember the physical conditions. (And, if possible, get away.)

The Aftermath:

23. Provide evaluation.
24. Have follow-up(s).
25. Make adjustments.

For further information check:

The MTA Inservice Program; contact Fred Andleman.

Improving In-Service Education: Proposals and Procedures for Change, edited by Louis J. Rubin, Allyn and Bacon, Inc., Boston, 1971.

"Guidelines for Viable Inservice Education," by Robert E. Draba, Journal of Reading, February 1975.

Max McConkey's forthcoming book expanding upon the above list. (Find him a publisher and you'll get an autographed copy free.)

LEVELS OF IN-SERVICE

Level I -- Awareness Sessions:

The goal of this type of in-service session is to provide information aout new concepts, techniques, or programs. Awareness programs do not help participants learn new skills, but they do provide enough information so that the participants can decide whether or not they want to begin the learning process.

Awareness programs usually last for one or two hours, provide participants with sample materials and ensure that there is time for the group to ask questions. They discuss costs, where to get more information, what other schools are involved, evaluation results and adaptation possibilities. Awareness sessions should be highly structured and very well organized. Because the trainer or presenter has a very active role, there is usually a great deal of one-way communication.

Level II -- Attitude Change and Skill-Building Sessions:

The goal of this type of session is to provide participants with enough information and assistance so that they can assess the need to change their techniques, attitudes, or programs and to learn the skills necessary for this change. It is assumed that the participants have gone through an awareness session and are willing to consider the new approach.

Participants should leave these sessions with at least one new skill and the desire to utilize this skill in their classrooms. Attitude change and skill building sessions are best conducted as one to three day workshops or as weekend sessions. The trainer has an active role, but there is opportunity for discussion, practice, questions and answers, and always time for application planning.

Level III -- Transfer of Skills Sessions:

The goal of this type of session is to help teachers apply the new skills to their classroom with a minimum amount of trouble. In these sessions teachers refine skills, problem-solve, plan, develop evaluations, and adapt materials to unique settings. Transfer of skill sessions are best conducted at seminars, half-day meetings, or in a mini-course format.

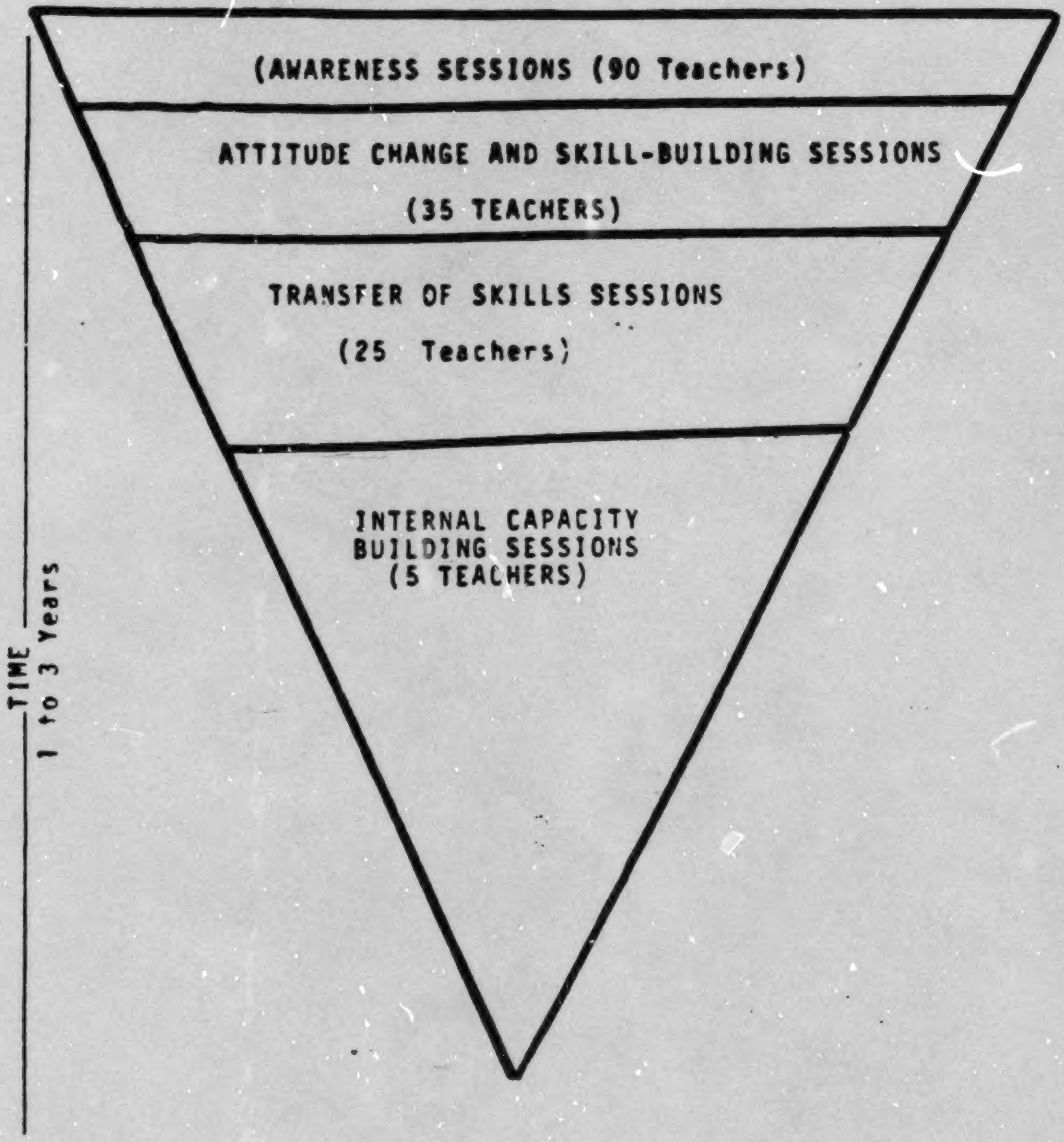
Level IV -- Internal Capacity-Building Sessions:

The goal of this type of session is to provide training to those who are most able and willing to serve as trainers. It is assumed that participants in this session have mastered the skills and attitude changes and have successfully implemented the program in their own classroom.

Internal capacity-building sessions are best conducted in half-day to one-day sessions. The trainer provides training design ideas and techniques, serves as a facilitator and linker for the group, organizes discussions and helps to point out resources outside the group.

LEVELS OF INSERVICE

If there were 100 teachers in a school district that was interested in adopting your project, the development of your training might look something like this . . .


(AWARENESS SESSIONS (90 Teachers)
ATTITUDE CHANGE AND SKILL-BUILDING SESSIONS (35 TEACHERS)
TRANSFER OF SKILLS SESSIONS (25 Teachers)
INTERNAL CAPACITY BUILDING SESSIONS (5 TEACHERS)
TIME
1 to 3 Years

CHECKLIST FOR EVALUATING LEVELS II, III, and IV OF IN-SERVICE

From Handbook of Organizational Development in Schools by Schmuck and Runkel, National Press Books, 1972.

1. Will the design allow the participants to feel rewarded, challenged, uplifted, and inspired?
2. Does the design clearly connect the training to the actual work of the target group?
3. Will the design increase communicative clarity, a sense of pulling together, and energy for continuous and collaborative work?
4. Does the design take into consideration the clarification of problems of the authority and decision-making subsystems of the target group?
5. Does the design offer a description of some goals of the total organization so that members can recognize and identify with superordinate goals?
6. Does the design include procedures for evaluating the training event while it is proceeding?
7. Does the design build structures and schedules that will continue after the training event?
8. Does the design offer a sense of closure while still leaving some tension related to work yet to be accomplished?

THE KEY TO EFFECTIVE INSERVICE: BUILDING TEACHER-TEACHER COLLABORATION

by
David W. Johnson and Roger T. Johnson*

Making Inservice Programs Successful

Inservice has never been harder. Many teachers appear at inservice sessions tired, under stress, resentful, and hardened. They believe they have heard it all. To make things worse, many teachers seem to be looking for statements that indicate the inservice presenter does not understand the specific realities of the teacher's situation, and some tend to use such statements to discount the entire inservice program. How can these and other more interested teachers be reached? Should they be lectured to in large groups, approached individually, or taught in small support groups?

Instructional methods are chosen on the basis of how they affect the achievement of the objectives of the inservice program. While the specific objectives of each inservice vary, there are a set of general objectives that most inservice programs try to achieve.

In most inservices, the overall objectives deal with influencing teachers to make the following types of statements: "I understand it!" "I like it!" "I really want to try it!" "I believe I can do it!" "I'm not alone, my colleagues also want to try it!" "If I have trouble doing it, my colleagues will help me!" "My colleagues will realy respect me when they see how well I'm doing it!" These statements reflect the objectives of having teachers (1) understand and master the strategies and procedures being presented, (2) develop positive attitudes toward them, (3) be motivated to try them, (4) develop a sense of personal efficacy concerning their use, (5) believe a common purpose to use the strategies and procedures is shared with colleagues, (6) are aware of how support and assistance will be provided by colleagues and administrators, and (7) believe that the successful use of the strategies and procedures will win the respect and approval of colleagues and administrators.

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Minneapolis, MI 55455

The major question for conducting successful inservice programs is, "What instructional procedures do we use to ensure that the above seven objectives are achieved?" The answer is not to lecture, entertain, and focus on individuals! Yet most inservice programs consist of up to 90 percent lecture; concentrate on entertaining teachers with jokes, stories and media presentations; and use the word "individualize" every minute or two. This traditional approach makes the following assumptions, the validity of which you can judge for yourself:

True False 1. If teachers can pass a knowledge-awareness test on the innovation, they will try it out and continue to use it.

True False 2. A few good jokes and stories will entice teachers to incorporate the new strategies and procedures into their day-to-day classroom activities.

True False 3. An enthusiastic presentation will convince teachers that they have the personal power and competence to make the innovation work in their classrooms.

True False 4. A flashy media presentation takes away the feelings of isolation, non-support, and harassment experienced by many teachers.

True False 5. New teaching practices can be implemented and sustained in isolation from colleagues.

True False 6. Teachers do not give a damn about the recognition and respect of their colleagues.

All of the above assumptions are false. Yet the lecture-entertainment-individual approach used in many inservice programs is based on these assumptions. Lecturing does have its place, entertainment can help an inservice program, and the individual needs of every teacher have to be taken into account. But these three practices cannot be the meat of a successful inservice program. There is another instructional strategy that is far more effective in affecting teacher's achievement, attitudes, motivation, and sense of collaboration with colleagues.

Cooperative Learning, Collaborative Groups

The instructional strategies you use during an inservice program may speak so loudly that participating teachers will not be able to hear what you say. You cannot successfully tell teachers to be motivated, you cannot successfully lecture on support and assistance among colleagues, you cannot successfully tutor an individual teacher into a sense of joint purpose, and you cannot successfully entertain teachers into feeling respected and valued by their colleagues. To be successful, inservice programs need to utilize cooperative learning activities during the inservice and create collaborative support groups to assist implementation efforts after the inservice program has ended. Changing teachers' attitudes and behavioral patterns, and then maintaining the changes over time requires other people. It is the quality of the teacher-teacher interaction during and following an inservice program that will generally make or break it.

Teachers may be organized into cohesive support groups by: (1) placing them in small, cooperative groups to discuss the material being presented in the inservice program, (2) having teachers plan as a group how they will implement the material in their classrooms, and (3) providing the structure and mechanisms for teachers to give each other support and assistance while the material is tried out and integrated into their instructional activities. Cooperative learning activities and ongoing collaborative support groups are built on teachers perceiving positive interdependence between them and a set of their colleagues. Teachers need to be placed in small groups and given a task that requires them to achieve a joint purpose (goal interdependence), that no one teacher could achieve alone (resource interdependence), and that all will benefit from (reward interdependence). To explain fully how to do this would take far more space than is available for this article. In the next few pages, therefore, we shall concentrate on providing a clear rationale for the use of cooperative learning and support groups and outline the procedures to be followed by inservice staff in structuring cooperative learning activities during an inservice activity and structuring and maintaining collaborative support groups after an inservice program has ended.

Cooperative Teams and the Goals of Inservice

There is considerable research documenting the effects of cooperative interaction within small groups with competitive and individualistic efforts (Johnson and Johnson, 1975, 1978). Much of this research has direct implications for the conducting of inservice programs. In this section we will first state a major goal of inservice programs and then briefly review the research evidence concerning the efficacy of teaching teachers in small, collaborative teams, or as individuals.

Goal 1: To promote maximal understanding, mastery, and retention of the material being presented. There is considerable evidence that cooperative interaction promotes higher achievement than does interpersonal competition or individualistic efforts. Johnson, Maruyama, Johnson, Nelson and Skon (1980) recently completed a meta-analysis of 108 studies that compared the relative effects of cooperative, competitive, and individualistic learning experiences on achievement. The results indicate that a person who cares at the 50th percentile within a cooperative learning experience will achieve at about the 80th percentile under competitive and individualistic conditions. Not only is material understood better and mastered at a higher level within cooperative learning situations, the material is retained longer (Johnson and Johnson, 1975, 1978).

Goal 2: To develop positive attitudes toward the material being presented. There is considerable evidence that indicates cooperative learning experiences promote more positive attitudes toward the knowledge and skills being learned than do competitive and individualistic learning experiences (Johnson and Johnson, 1975, 1978). In addition, there is considerable research indicating that: (a) the attitudes of an individual are strongly influenced by the groups to which he or she belongs, (b) participation in group discussions helps overcome resistance to adopting the new attitudes that are being presented, (c) it is easier to modify the attitudes of individuals when they are in a group than it is to modify the attitudes of single individuals, and (d) attitudes that people make known publicly are more resistant to later attacks than are attitudes that are private (Watson and Johnson, 1972). Thus, participation in a cooperative learning experience promotes more positive attitudes and the small group setting is more optimal for building positive attitudes toward the material in a way that is resistant to later change when the teachers return to their schools and classrooms.

Goal 3: To maximize teachers' motivation to implement the material being presented in their classrooms. There is considerable research indicating that cooperative learning experiences, compared with competitive and individualistic ones, promote higher levels of motivation, more intrinsic motivation, and more continuing motivation to use the material in the future (Johnson and Johnson, 1975, 1978). In addition, there is evidence that involvement in small group decision-making about how to implement the material being presented increases motivation and commitment to implement changes (Watson and Johnson, 1972).

Goal 4: To maximize teachers' sense of personal efficacy or an "I can do this in my classroom" belief. There is evidence that cooperative learning experiences, compared with competitive and individualistic ones, promote a higher sense of personal efficacy or internal locus of control (Johnson and Johnson, 1975, 1978). A sense of personal power seems to result from sitting down with a group of peers and planning how to implement new knowledge and skills. The giving and getting that takes place as teachers jointly plan how to implement the innovation facilitates teachers' awareness of their own resources, identifies their needs, builds supportive relationships with colleagues, and promotes a feeling of being able to solve personally any problems that may arise in implementation.

Goals 5, 6, and 7: To maximize teachers' beliefs that implementing the material is a purpose shared by colleagues and administrators, that they will receive the support and assistance of colleagues and administrators during their implementation efforts, and that if they are successful they will receive increased recognition and respect from colleagues and administrators. There is considerable evidence that cooperative learning experiences, compared with competitive and individualistic ones, result in more positive peer relationships characterized by mutual liking, positive attitudes toward each other, mutual concern, friendliness, attentiveness, feelings of obligation to each other, and desire to win each others' respect (Johnson and Johnson, 1975, 1978). These results hold for individuals from different backgrounds, ages, ethnic membership, and ability levels. Teachers in an inservice program who are very different in age, philosophy, and background can build strong positive relationships when they interact together in cooperative groups. In addition, it is much easier to build the group norms of giving each other support, assistance, and help when teachers interact in small groups than when they are taught as individuals (Watson and Johnson, 1972). Finally, the more teachers publicly commit themselves to implement the material being presented, the more recognition and respect individuals will receive from colleagues for doing so.

Fringe Benefits: There are four major fringe benefits school districts and inservice personnel may receive from primarily using cooperative learning groups during inservice presentations and as support teams following inservice presentations (Johnson and Johnson, 1975, 1978). The first is that collaborative experiences will improve relationships among teachers and between teachers and administrators. The second is that as teachers work together in small, task-oriented groups, their interpersonal skills will increase, increasing their competence to work effectively with each other in the future. Third, participation in cooperative learning experiences will increase the positiveness of teachers' evaluation of the inservice program, affecting their willingness to participate in future inservice opportunities. Finally, participation in cooperative learning groups will increase the positiveness of teachers' evaluations of the inservice staff.

There are perhaps two additional points that need to be made in this section. The first is that working effectively in collaborative groups requires a certain level of interpersonal skill. Some teachers may need to increase their communication, trust-building, leadership, and conflict resolution skills in order to be an effective team member. The second is that the research reviewed in this section is comparative, not absolute. While cooperative learning experiences promote the achievement of inservice goals to a greater extent than do competitive or individualistic learning experiences, cooperation is not a magic wand that solves all problems. Cooperative experiences with colleagues do not make struggling teachers into master teachers or a resistant audience into an interested and committed audience. The data indicate that inservice staff have a better chance of reaching their goals when cooperative learning experiences are emphasized.

Structuring Cooperative Activities

When an inservice program begins, the staff needs to plan carefully how cooperative learning activities and collaborative support groups are to be structured. The heart of placing teachers into a "sink or swim together" situation is to: (1) give them a task highlighting their common goal, (2) arrange membership in the groups so that their goal can be achieved only by pooling the expertise and resources of several members, (3) ensure that all members will benefit equally from their joint efforts to implement the innovation in their classrooms, and (4) give the groups enough autonomy and environmental support that they can realistically adapt the innovation to their school situation. Remember, the way in which instruction and follow-up activities are structured is the most important message communicated during the inservice program. It is not what you say, it is how you do it! More specifically, the procedures for structuring cooperative activities are summarized in the following questions:

1. How large should each group be? Usually, cooperative groups of teachers have four to six members, depending on the resources needed within each group, the amount of time available to meet, and the teachers' level of interpersonal skills.

2. How can resource interdependence be ensured? In order for the group to continue after the inservice program has ended, teachers must believe that there are resources within the group that are essential for their personal success in implementing the strategies being presented. Careful attention as to (a) who is assigned to each group and (b) how supplies, materials, and other resources are distributed among group members, will ensure that resource interdependence will be perceived.

3. Who is assigned to each group? Group members may be teachers from the same school, grade level, subject area, or geographical location. Special education teachers or curriculum consultants may be part of a group. Group membership should reflect both a need for resource interdependence and the ability of the group to meet regularly during the school year to ensure the implementation of the material being presented.

4. How is goal interdependence created? The tasks presented by the inservice staff to groups of teachers must make it clear that they are in a "sink or swim together" situation in which teachers must cooperate with each other to produce a group product. In setting the goal structure, explain the task, define the product to be produced, explain the criteria by which the group will judge their success, and describe the group skills needed to work together effectively.

5. How will we know the groups are working together well? The inservice staff needs some way of monitoring the behavior of teachers within the groups both during and followin the inservice program. The effectiveness of teachers in working together and the progress they are making in completing the assigned tasks may be observed during the inservice program, while their skils in providing support and assistance to each other may be monitored subsequently to the inservice program. A listing of the group skills needed for effective team functioning is found in Johnson and F. Johnson (1975).

6. How can teachers' group skills be improved? As the group meets during and following the inservice program, a number of skills are needed. Leadership, conflict resolution, trust building, and communication skills are only a few of the group skills teachers need to master. One important set of skills involves giving nonjudgmental support. Nonjudgmental support involves giving descriptive, nonevaluative feedback to each other based on direct observation of each others' implementation efforts. Such feedback involves low inference observation where teachers watch and record events according to some prearranged set of relatively objective categories, agreed on by the group. During the inservice, teachers may be

given observation forms to use in observing each others' participation and may be trained in how to provide each other with nonevaluative feedback (see Johnson, 1972). In addition, other activities aimed at teaching group skills may be used during an inservice program.

7. How is evaluation of the groups' efforts managed? Periodically, the groups need to evaluate their own progress in implementing the innovation. It is absolutely essential that evaluations be based on a criterion-referenced system where a group assesses its efforts and compares the results against a preset criterion of excellence. At times, administrators may wish to evaluate the teacher groups.

8. How are rewards to be distributed? Rewards may be symbolic (such as feedback on how well the group is functioning or the recognition and respect of one's colleagues and administrators) or rewards may be tangible (such as released time or summer employment). When rewards are distributed, it is essential that all members of the group receive the same reward. Teachers need to believe that they will benefit equally from the overall efforts of the group, and such a belief is the essence of reward interdependence.

Summary

Perhaps even more than classroom teachers, inservice staff must use effective and appropriate instructional procedures. The ability of the inservice staff to create learning situations that maximize achievement, positive attitudes, motivation, a sense of personal efficacy, and a shared purpose is the most important message the staff communicates. Effective instruction in the inservice sessions followed by the use of collaborative support groups to assist and maintain the implementation of the innovation being presented. Such an approach recognizes that learning, attitude change, behavior change, and the maintenance of new teaching patterns are best facilitated by cooperative interaction with colleagues and administrators. It is the nature and quality of the teacher-teacher interaction during and following the inservice program that most determine whether it is a success or a failure. The implications of using cooperative learning activities, furthermore, go well beyond the successful implementation of a new set of teaching strategies. As teachers and administrators become more skillful in interacting with each other in collaborative activities, their interactions with students and parents will become more constructive and effective.

Replication

SAMPLE

Checklist for Negotiating Involvement

	Item	Completed by	Date
____	Potential adopter receives print information describing program and range of services available.	____________	____
____	Potential adopter knows how to get more information/ assistance.	____________	____
____	Has adopter-project match been verified: ___ adopter understands project ___ evidence of adopter commitment to implement ___ adopter has required staff, facilities, etc.	____________	____
____	Procedure (next steps) leading to completion of replication agreement is clear to potential adopter.	____________	____
____	Adoption Agreement negotiated and signed by developer, adopter and NDN State Facilitator (if applicable).	____________	____
____	Bail-out and/or renegotiation points identified.	____________	____
____	Adopter training needs assessed.	____________	____
____	Role of SEA in training, if any, defined.	____________	____
____	Plan and schedule for adopter training communicated to all involved parties.	____________	____

	Item	Completed by	Date
____	Follow-up assistance options identified.	____________	____
____	SEA role in follow-up, if any, defined.	____________	____
____	Model Agency checks on adopter progress made.	____________	____
____	Termination point for formal adoption procedure and model agency's involvement identified and agreed to.	____________	____
____	Contract	____________	____

SCREENING PROMISING PRACTICES FOR ADOPTION

YOU ARE THE BUYER. You are the potential selector, adopter, or user of promising practices for classroom use by students, for professional development by teachers, or for changes in service delivery systems. **THE SELLER** is the developer and/or purveyor of a promising practice. The seller is responsible for presenting his wares in terms that will make it possible for you to decide whether they will be useful, practical, and successful for YOU. **AS THE BUYER,** you are responsible for: (a) knowing what you need programmatically, (b) knowing yourself -- your local conditions, contexts, and resources, and (c) asking structural questions whose answers will tell you whether a promising practice fits.

WHEN YOU USE THIS SCREENING SHEET, you are shopping to fill an identified programmatic need. (For example, you know the curricular area and target population to be served by the practice you are seeking.) The Screening Sheet lists structural and contextual questions that you should ask about a promising practice and about yourself, and it suggests a scale for rating the relative match between the practice and yourself.

	ASK THE SELLER	ASK YOURSELF	RATE THE MATCH
CLAIMS	What goals and objectives is the practice designed to achieve?	What goals and objectives am I seeking to fulfill?	1 2 3 4 5 No Match — Good Match

Notes ______________________________

____

____

____

EFFECTIVENESS	What evidence proves that practice is successful in achieving what it claims?	How stringently should effectiveness be demonstrated by practices in this domain?	1 2 3 4 5 No Evidence — Convincing Evidence

IS THE EVIDENCE CONVINCING?

Notes ______________________________

____

____

____

	ASK THE SELLER	ASK YOURSELF	RATE THE MATCH
HISTORY OF USE	In what administrative, geographical, and educational settings has the practice been used?	What are the definitive qualities of my administrative, geographical, and educational setting?	1 2 3 4 5 Non-Matching History — Matching History
	Notes ______________________ ______________________ ______________________ ______________________		
MINIMUM STANDARDS FOR REPLICATION	Exactly what must the adopter do to achieve success?	What am I willing and able to do to replicate a practice?	1 2 3 4 5 No Standards — Acceptable Standards
	Is the practice completely prescribed, or does it permit adjustments and additions by the adopter?	Am I seeking a flexible or prescribed program to meet this need?	
	Does anything have to be added at the adopter site?	What am I willing and able to add to the practice I adopt?	
	Notes ______________________ ______________________ ______________________ ______________________ ______________________ ______________________		

	ASK THE SELLER	ASK YOURSELF	RATE THE MATCH
COMPATIBILITY	How much change will this practice create in parallel systems and programs?	How much overall change do I seek? How far does this practice depart from my estimated policy and practice?	1 2 3 4 5 Incompatible Compatible
	What background or level of sophistication does the practice demand of users or participants?	What is the background and level of sophistication of my intended users and participants?	

Notes ______________________

____

____

____

ASSISTANCE WITH IMPLEMENTATION	How is this practice conveyed to new users?	What kinds of training or assistance will you need to implement a new practice?	1 2 3 4 5 Inadequate Assistance Adequate Assistance
	What follow-up and problem-solving assistance is given?	Will I need external follow-up and problem-solving from the developer?	

Notes ______________________

____

____

____

	ASK THE SELLER	ASK YOURSELF	RATE THE MATCH
COSTS	What is the purchase price of adoption and training?	What budget has been estimated for initiating a new practice?	1 2 3 4 5 High Cost Low Cost
	What is the cost of implementing and maintaining the practice?	What budget has been estimated for implementing and maintaining a new practice?	
	What additional resources does the practice require in money, personnel, facilities, equipment, and materials?	What additional resources are available for initiating and implementing a new practice?	
	What learning materials or other materials are required? Where do they come from? How much do they cost? Are they reusable or reproducible?	What budget has been estimated for purchasing, supplementing, and reproducing materials?	
PAYOFF	How rapidly does the practice achieve its goals?	What is my timeline for producing change?	1 2 3 4 5 Low Payoff High Payoff
	How many individuals can participate simultaneously?	What is the total number of individuals intended to participate in this practice?	
	Does the package include evaluation procedures for measuring success?	What are my criteria for judging the success of my replication of this practice?	

Notes on cost-effectiveness:

____

____

____

____

The ______________________________ practice was screened in __________, 19 ____,

by ____.

It wad judged worthy/unworthy of further consideration, demonstration, and trial

use because ____

____

____.

*Screening Promising Practices For Adoption was developed by the Dissemin/Action Project based in Falls Church, Virginia.

ASSUMPTIONS OF THE CONCERNS-BASED ADOPTION MODEL (CBAM)

Change/Innovation Adoption:

- -- PROCESS, not an Event
- -- Made by INDIVIDUALS First, then INSTITUTIONS
- -- Highly PERSONAL Experience
- -- Entails DEVELOPMENTAL Growth in Feelings and Skills

INTERVENTIONS must be Related to:

- -- The PEOPLE First
- -- The INNOVATION Second

Procedures for Adopting Educational Innovations Project
Research and Development Center for Teacher Education
The University of Texas at Austin

STAGES OF CONCERN:
TYPICAL EXPRESSIONS OF CONCERN ABOUT THE INNOVATION

STAGES OF CONCERN		EXPRESSIONS OF CONCERN
6	Refocusing	I have some ideas about something that would work even better.
5	Collaboration	I am concerned about relating what I am doing with what other instructors are doing.
4	Consequence	How is my use affecting kids?
3	Management	I seem to be spending all my time in getting material ready.
2	Personal	How will using it affect me?
1	Informational	I would like to know more about it.
0	Awareness	I am not concerned about it (the innovation).

ADAPTED FROM: Hall, G.E., Wallace, R.C., and Dossett, W.F.
"A Developmental Conceptualization of the
Adoption Process Within Educational
Institutions."

Procedures for Adopting Educational Innovations Project
Research and Development Center for Teacher Education
The University of Texas at Austin

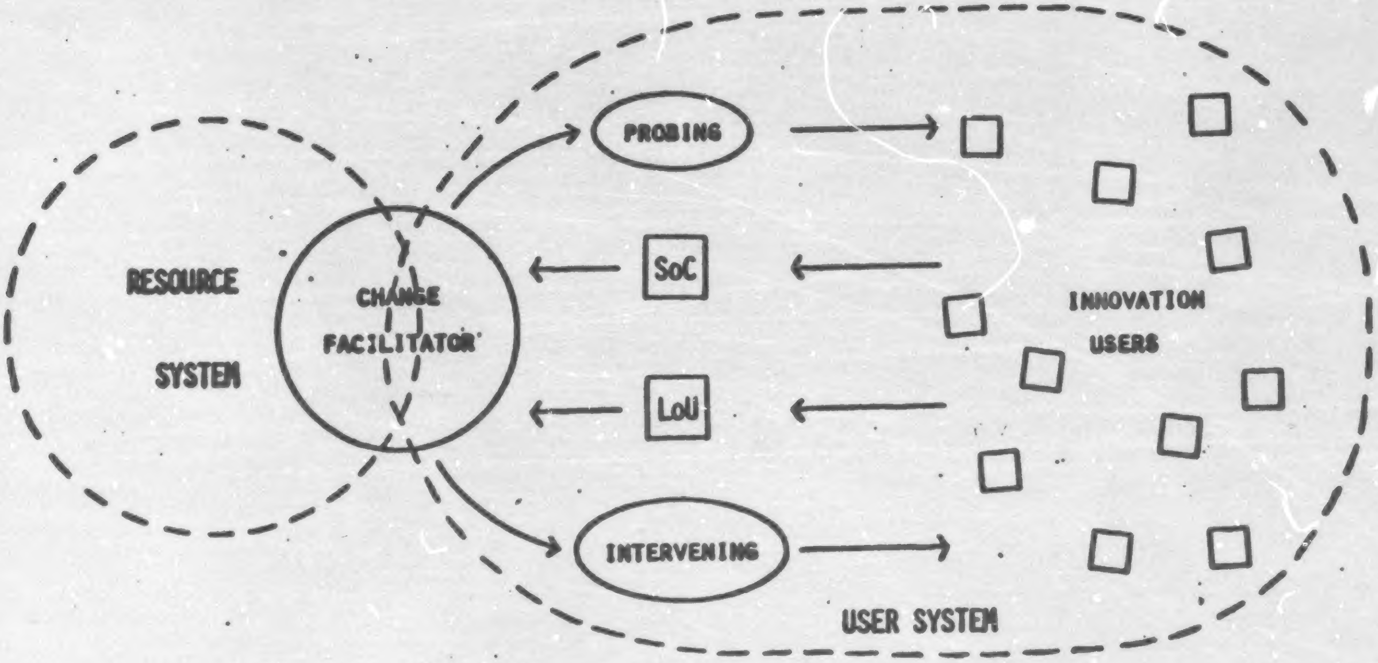
LEVEL OF USE OF THE INNOVATION: TYPICAL BEHAVIORS

LEVEL OF USE	BEHAVIORAL INDICES OF LEVEL
VI Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB Refinement	The user is making changes to increase outcomes.
IVA Routine	The user is making few or no changes and has an established pattern of use.
III Mechanical Use	The user is preparing the innovation in a poorly coordinated manner and is making user-oriented changes.
II Preparation	The user is preparing to use the innovation.
I Orientation	The user is seeking out information about the innovation.
0 Nonuse	No action is being taken with respect to the innovation.

ADAPTED FROM: Hall, G.E., Wallace, R.C., and Dossett, W.F.
"A Developmental Conceptualization of the
Adoption Process Within Educational
Institutions."

Procedures for Adopting Educational Innovations Project
Research and Development Center for Teacher Education
The University of Texas at Austin

THE CONCERNS BASED ADOPTION MODEL


RESOURCE
SYSTEM
CHANGE
FACILITATOR
PROBING
SoC
LoU
INTERVENING
INNOVATION
USERS
USER SYSTEM

ADAPTED FROM: Hall, G.E., Wallace, R.C., and Dossett, W.F., "A Developmental Conceptualization of the Adoption Process Within Educational Institutions."

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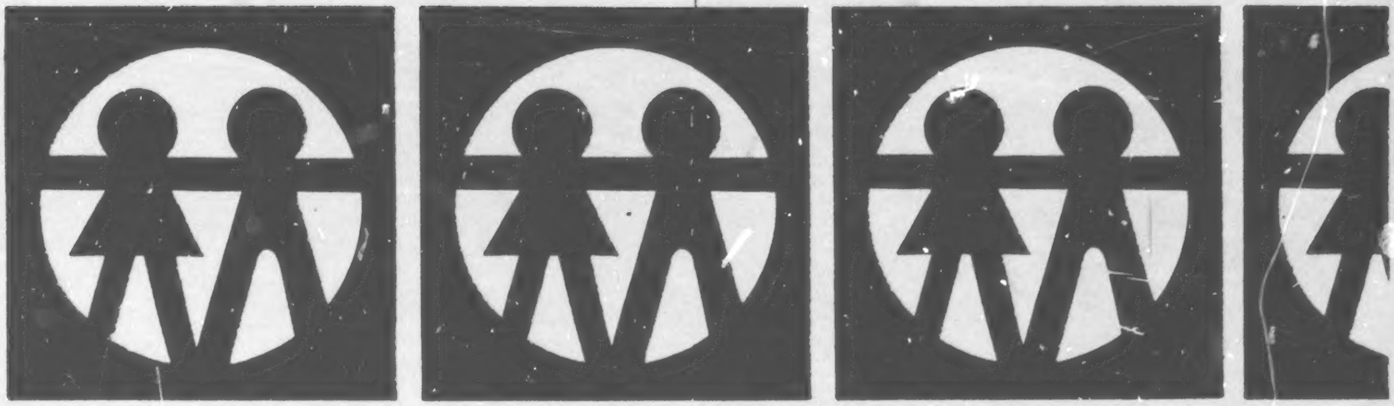
APPENDIX B

PRODUCTS

3. NORTH CAROLINA

MODEL SERVICES



FOR SECONDARY EXCEPTIONAL CHILDREN IN NORTH CAROLINA PUBLIC SCHOOLS:

VOCATIONAL EDUCATION PROGRAMS

DIVISION FOR EXCEPTIONAL CHILDREN
NORTH CAROLINA STATE DEPARTMENT OF
PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA 27611

SEARCH FOR MODEL PROGRAMS

The Division for Exceptional Children in the North Carolina Department of Public Instruction is focusing efforts and attention on a number of critical issues in the education of exceptional students. This year, our focus will be on improving services to secondary handicapped students, especially in the area of vocational education.

Efforts in this area have resulted in a two-year joint plan between the Division of Vocational Education and the Division for Exceptional Children. Technical assistance has been provided to this effort from The NETWORK, Incorporated in Andover, Massachusetts. The goal of this plan is to improve vocational service delivery between special education, vocational education and other agencies in a collaborative effort.

With the dwindling of economic resources, we truly believe that our state is rich in its own resources of services to exceptional children. Therefore, we are beginning to identify existing programs and practices in secondary special education in this state. In doing so, we are searching for model vocational services at three levels:

1. full, comprehensive programs or projects (vocational programs providing the full range of services, meeting all guidelines and having demonstrated their effectiveness)
2. programs with effective practices (vocational programs with unique or outstanding components and/or innovative strategies and techniques that have worked)
3. programs with new ideas (vocational programs that have implemented new ideas that seem to have promising practice but not in duration long enough to demonstrate effectiveness; programs trying new resources, such as a book or specific materials)

TARGET AREAS

We are looking for programs with exemplary practices in one or all of the following areas:

1. Partnerships
- models for collaborative planning
- creative/alternative funding sources
- linkage between LEA/business and industry
- linkage between LEA and higher education

2. Vocational Curriculum Development
- models for development of materials
- modifications of vocational curriculum/courses
- integration with content areas
- joint planning models between regular education/vocational education/and special education

3. Transition from School to Work
- models with assessment of employability
- models for mentoring—tutoring, apprenticeships
- integration of basic skills with employment skills
- management systems for students' school and work progress
- support services models for reducing barriers to employability
- community-based, job placement models

4. Vocational Assessment and Planning
- model assessment design/implementation
- collaborative planning
- models for joint service delivery
- programs with procedures for evaluating services

5. Training
- models for staff development in vocational education/special education
- pre-service and in-service models
- training guides in content areas, i.e., reading for vocational education

PROCESS

Nomination of Model Services:

- Anyone can nominate a model program (school, JTPA, business, etc.)
- Phone or write for procedural manual from the Division for Exceptional Children
- Person(s) nominating will complete brief forms describing characteristics of program
- Selection committee will screen applicants and select outstanding programs based on an on-site visit, where appropriate
- Programs chosen will be featured in state publications and conferences
- Nominations will be accepted twice a year Timetable for Nominations:
- November 14 and March 14 (each year)

INQUIRIES

Contact:

- Coordinator of Program Development Services
  Division for Exceptional Children
  North Carolina Department of Public Instruction
  Raleigh, North Carolina 27611
  (919) 733-3004

The NETWORK, Inc.
290 South Main Street
Andover, Massachusetts 01810

"Model Services for Secondary Exceptional Children" was developed by the Model Dissemination Assistance Project, funded by the United States Department of Education/Office of Special Education and Rehabilitation Services.

NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION • DIVISION FOR EXCEPTIONAL CHILDREN

North Carolina

ideas that work

PROCEDURAL MANUAL

MODEL SERVICES FOR EXCEPTIONAL CHILDREN

PROCEDURAL MANUAL FOR MODEL SERVICES FOR EXCEPTIONAL CHILDREN

NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR EXCEPTIONAL CHILDREN
RALEIGH, NORTH CAROLINA

1984

North Carolina's "Model Services for Secondary Exceptional Children's Program" is a collaborative effort between the State Department of Public Instruction, Division for Exceptional Children and The NETWORK, Inc., Andover, Massachusetts. The Model Services Procedural Manual was developed by the Dissemination Model Assistance Project, funded by the U. S. Department of Education -- Office of Special Education and Rehabilitation Services.

Model Services Procedures

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Appendix A: Model Services Nomination Form

Appendix B: Model Services Assessment Instruments

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Introduction

PURPOSE

The Division for Exceptional Children in North Carolina is committed to excellence in educational services and quality programs for handicapped and academically gifted students. In accordance with this goal, the division will publish and disseminate information about models of successful practices and outstanding programs for exceptional children in our public schools and collaborative community agencies.

The Division for Exceptional Children is also committed to the development and expansion of services for exceptional students. In accordance, we have developed procedures to identify model services and outstanding programs and to assist local educational agencies in the dissemination and adoption of such models. The intent of this effort is to improve instructional programs and services for exceptional students and to encourage inquiry and visitation between local schools.

The procedural manual to assist in identifying successful practices has been developed in cooperation with The NETWORK, Inc., Andover, Massachusetts.

MODEL SERVICES

A model service is an idea that works. The Division for Exceptional Children is looking for innovative approaches that agencies are using successfully to solve a problem or to improve the effectiveness of programs and services in special education. These approaches will be reviewed and some will be designated as North Carolina's Model Services for Exceptional Children. The practices that are identified as promising must meet important needs of the target population and state needs in general. Extensive research is not required; however, initial indicators must suggest program effectiveness.

We are looking for models at three levels:

1. full, comprehensive programs or projects
   programs providing the full range of services, meeting all guidelines and having demonstrated their effectiveness

2. programs with effective practices
   programs with unique or outstanding components and/or innovative strategies and techniques that have worked

3. programs with new ideas
   programs that have implemented new ideas that seem to have promising practice but not in duration long enough to demonstrate effectiveness; programs trying new resources, such as a book or specific materials

WHY PARTICIPATE?

Educators and educational collaboratives in North Carolina have a wealth of ideas and practices that they have found successful in improving the delivery of special education and support services. This system will bring state-wide recognition to practitioners, as well as provide a forum for special education and other agency personnel to share solutions to common problems. In effect, this system seeks to connect ideas that work and existing resources with agencies seeking solutions or innovative ideas for problem areas.

The Division for Exceptional Children will publish and disseminate a compendium of identified model services as a first step in sharing information on these practices. This publication will also contain directory information on other agencies which may be possible resources in specific areas. The Division for Exceptional Children will also provide technical assistance to those schools and agencies wishing to replicate or adopt an identified model.

The Identification of Model Services

INVITATIONS

The process begins with a written invitation from the State Department of Public Instruction, Division for Exceptional Children to all local education agencies and regional education centers to submit nominations for Model Services. Community and human services agencies will also be encouraged to nominate.

TARGET AREAS

Each year the Division for Exceptional Children will specify the target areas for that year. The target areas for this year are described on pages ten to eleven. Nominations may fall into any of the indicated target areas or may be full comprehensive programs.

ENTRY CRITERIA

Before a practice can be considered by the Division for Exceptional Children it must satisfy the following criteria. The nominated practice must:

1. provide an adequate description of all necessary components;
2. fall into an appropriate target area(s) and address the focus of that area;
3. be supported by the applicant agency in terms of willingness to assist in dissemination and adoption efforts;
4. have demonstrated effectiveness or promise;
5. comply with all relevant state and federal laws and regulations; and
6. include adequate cost data to demonstrate cost effectiveness.

Closing date

The closing dates for the receipt of nominations each school year shall be November 14 and March 14.

PHASE I: NOMINATIONS

NOMINATION FORM

Each interested agency will be asked to complete and send the Division for Exceptional Children a "Nomination Form" which will describe the promising practice, the title of the program, the population served, goals and objectives, evidence of effectiveness and components for replication, including staff, equipment, materials, and costs. (See Appendix A) To assist the review team in understanding all aspects of the practice, agencies are strongly encouraged to include additional information with their nomination forms.

AGENCY APPROVAL

Although any member of an agency may suggest nomination of a practice, the division requires that the nomination be approved by the chief administrative officer of that agency. That officer must approve the submission of the practice and also agree to the agency's involvement in the dissemination phase of this effort.

PHASE II: SCREENING

REVIEW TEAM

The major work of determining eligibility will be done by a review team appointed by the Division for Exceptional Children. The team will consist of at least 3 persons. Persons appointed to the review team will be knowledgeable in the assigned area and will receive training in the selection and identification processes.

LEVEL I SCREENING

Level I screening involves the determination as to whether a nomination meets entry criteria and will be conducted by the review team chairperson. (See Appendix B) The chairperson will review the nominations and contact those agencies where it is felt more information is necessary and also make the determination as to whether the practice meets entry criteria.

LEVEL II PRELIMINARY EVALUATION

Level II evaluation will be conducted by the review team. This involves making a determination as to whether a nomination meets the following qualitative criteria:

- NEED: The model must address a significant and pressing need in North Carolina; a need that is largely or totally unmet.
- EFFECTIVENESS: There is convincing evidence that the model is achieving its goals.
- ADAPTABILITY/REPLICABILITY:
    - the practice or model can be replicated by other agencies;
    - there is an extensive description of all components -- personnel needs, qualifications, equipment, time factors, training materials needed, etc.;
    - the practice may be applied to populations and situations other than those addressed in the model agency.
- COST: The practice is cost effective.

- INNOVATION: The model or practice deals with a need in a way which is new and shows evidence of being more effective than existing approaches.

After the Level II evaluation, the review team will determine whether the practice merits a site visit. The chairperson of the review team will notify the agencies that have passed all Level II criteria and will make arrangements for a site visit. In those cases where the practice does not meet all criteria, the agency will be so informed by the Division for Exceptional Children.

PHASE III: ON-SITE EVALUATION

SITE VISIT

The purpose of the on-site visit is to verify that the practice actually does what the written description says it does. Activities include interviews with staff members and consumers, observation of the practice, and the collection of additional documentation. (See Appendix B)

PHASE IV: SELECTION OF MODEL SERVICES

After the site visit, the review team will complete an evaluative summary and make recommendations to the Division for Exceptional Children. These recommendations will be based upon all the components of the evaluative process. (See Appendix B)

The Review Team Chairperson will prepare a list of selected practices and models and submit them to the Director, Division for Exceptional Children, who will inform the agencies of their selection.

Dissemination and Replication

The ultimate goal of identifying model services is the improvement of programs and services for children. As a means of achieving this goal, the Division for Exceptional Children seeks to identify these practices; disseminate information on these practices; and encourage replication.

DEFINITIONS

Dissemination is the sharing of information for the purpose of increasing the awareness, knowledge, and interest of other agencies in a particular practice.

Replication is the process which involves the study and adoption of one agency's practice by other agencies. Replication does not necessarily mean duplication.

A replicating agency may choose to use only some of the aspects of a model agency's practice; it may adopt the practice to a different population. A replicating agency should, however, consider itself committed to maintaining integrity of the model agency's practice.

ROLE OF THE DIVISION FOR EXCEPTIONAL CHILDREN

Successful dissemination and replication require that the State Education Agency, the model agencies and replicating agencies work together.

The activities of the Division for Exceptional Children fall into two major categories: those that are general and aimed at statewide effective dissemination and successful replication and those that are designed to help particular model and/or replicating agencies.

A. Reaching the State. The following activities are examples of how the Department of Public Instruction will impact the state as a whole:

1. Statewide distribution of a Division for Exceptional Children publication of ideas that work to all appropriate individuals and agencies. This publication will describe all selected promising practices.
2. Sharing and discussing information about successful practices with groups of interested agencies and individuals. This activity need not be limited to school districts, but could include parent and professional organizations, educational television and Special NET.

3. Facilitating the presentation of model agency practices to interested agencies by arranging seminars, institutes, workshops, etc.

4. Publishing articles in newspapers, departmental newsletters, professional journals, etc. describing the state's promising practice effort.

B. Assisting the Model Agency. Probably the most effective way to disseminate promising practices is to assist the model agencies to become effective and enthusiastic disseminators themselves. Some of the methods the Division for Exceptional Children will use in this effort include:

1. Provide consultative services for training model agency staff in effective dissemination techniques.

2. Provide regional or state forums at which model agencies can present their practice.

3. Assist in the preparation of project proposals to fund dissemination activities.

C. Assisting Agencies Desiring to Replicate. The Division for Exceptional Children will assist potential and actual replicating agencies by:

1. providing general information about statewide promising practices;

2. offering regional workshops on effective replication procedures; and

3. providing appropriate consultative services.

ROLE OF THE MODEL AGENCY

The model agency must be committed to providing adequate information and support if its promising practice is to have an impact on others. This requires that the model agency be enthusiastic and dedicated to the propagation of its practice. Each agency will be asked to commit four days over a two year period to assist with dissemination and replication activities.

Dissemination activities will fall into two major categories -- actively promoting awareness of the promising practice and responding to requests for information and assistance.

A. Promoting awareness

1. Division for Exceptional Children Publication

The first task of the model agency will be to provide an abstract of its practice for inclusion in the publication Model Services for Exceptional Children. The division will provide the format for the abstract. (See Appendix C)

2. Community Awareness

Each model agency will also be expected to submit a written description of its promising practice to its local newspaper.

3. Other Awareness Materials

Model agencies may choose from a variety of options to develop materials which describe their practice. These include brochures, booklets, flyers, and audio-visual presentations.

4. Model agencies are encouraged to participate in disseminating activities which include:

   a. presentations
   b. institutes
   c. workshops
   d. demonstrations

B. Responding to Requests and Assisting Interested Agencies

Before a model agency disseminates information about its practice it should determine types of assistance or services it will be able to offer. The model agency should negotiate its own involvement with other agencies.

1. On-site visits

Model agencies should allow visitors but should establish conditions under which this will be done. Such factors as frequency, duration and purposes must be determined including the number of visitors that will be accomodated at any one time.

2. Training

A major responsibility of the model agency involves training. Training activities may include the following: training potential adopters, assisting with initial planning activities, helping to determine training needs, resources, potential problems, if any, and monitoring progress at the replication site.

The model agency also acts as a consultant to the replication site. It offers ongoing support and remains available until the practice becomes an integral part of the operation at the new site.

What if a Model is "Just What We're Looking For"

All agencies are encouraged to visit, investigate and use the practice and facilities of any of the model agencies. It is hoped, however, that agencies wishing to replicate a model program do the following:

1. Make a good faith effort to maintain or improve upon the quality of the model agency's practice.

2. Consult in depth with the model agency in all cases but particularly when the replicating agency is thinking of using only certain components of the model agency's practice or is planning significant modification of the model agency's approach.

3. Visit with the model agency's staff and practice often enough to guarantee thorough understanding of all aspects of the practice.

4. Provide the fiscal and staff resources necessary to gain a full understanding of the practice.

5. Invite the model agency to visit and consult as the replication plans for the practice are developed and implemented.

6. Keep the Division for Exceptional Children informed of the replication process and problems.

7. Seek technical assistance from the division.

Target Areas

The following are the "target areas" for 1984-85. This year, our focus will be on secondary programs, especially in the area of vocational education. Each has suggested areas:

1. PARTNERSHIPS
    - models for collaborative planning
    - creative/alternative funding sources
    - linkage between LEA/business and industry
    - linkage between LEA and higher education
2. VOCATIONAL CURRICULUM DEVELOPMENT
    - models for development of materials
    - modifications of vocational curriculum/courses
    - integration with content areas
    - joint planning models between regular education/vocational education/and special education
3. TRANSITION FROM SCHOOL TO WORK
    - models with assessment of employability
    - models for mentoring--tutoring, apprenticeships
    - integration of basic skills with employment skills
    - management systems for students' school and work progress
    - support services models for reducing barriers to employability
    - community-based, job placement models
4. VOCATIONAL ASSESSMENT AND PLANNING
    - model assessment design/implementation
    - collaborative planning
    - models for joint service delivery
    - programs with procedures for evaluating services

5. TRAINING

- models for staff development in vocational education/special education
- pre-service and in-service models
- training guides in content areas, i.e., reading for vocational education

APPENDIX A

Nomination Form
and
Cost Information

North Carolina ideas that work

NOMINATION FORM FOR MODEL SERVICES --

To submit a nomination, please complete, sign, and return by November 14 (1st round), March 14 (2nd round) to: Coordinator for Program Development Services, Division for Exceptional Children, State Department Public Instruction, Raleigh, North Carolina 27611

1. Name and address of school or other agency: ________________
   ____

2. Contact Person: ________________ Telephone: ______________

3. Target Area (Please signify area(s) below):

4. Description of the promising practice or model services, including the category of students and staff involved:

5. Program goals and objectives:

6. Evidence of program effectiveness:

7. What would be required for others to adopt this practice (e.g. staffing, training, funding)?

8. Other program information (attach additional information as necessary to address above items):

9. Complete the cost information sheet and attach.

I am aware of the purposes of this program and the obligations of participants who are selected. I have secured the proper permission within my district to make this nomination. This is to nominate our program.

________________________________ ________________________
Signature of Program Administrator Date

COST INFORMATION

The information requested is not intended to be a detailed fiscal analysis, but rather an adequate picture of the major costs involved.

a. List resources used to implement, such as:

1. Staff:	Estimated Cost:
a	$
b	
c	

2. Equipment:	Estimated Cost:
a	$
b	
c	

3. Training Needs	Estimated Cost:
a	$
b	
c	

4. Materials:	Estimated Cost:
a	$
b	
c	

5. Other:	Estimated Cost:
a	$
b	
c	

Source of Funding: ____________________

Total Estimated Cost: ___________

APPENDIX B

Review Team Assessment Instruments

- Level I Screening Form
- Level II Evaluation Form
- On-Site Interview Guide
- Evaluative Summary

(For Use by Division for Exceptional Children)

PROMISING PRACTICES -- LEVEL I SCREENING FORM
(For use with Entry Criteria)

Name of Agency ______________________________ Tel. _______________

Contact Person ____

Name of Reviewer ____________________________________

Yes	No	
		1. Has the agency been sufficiently identified on the nomination form?
		2. Is there enough information to classify the target area of the practice? If so, indicate area ( ).
		3. Has the contact person been identified?
		4. Are there sufficient components of the practice described? (students, staff, cost, etc.?)
		5. Are goals and objectives clearly stated?
		6. Has evidence of program effectiveness been provided? If not, indicate type of data documentation needed.
		7. Has the agency documented requirements for replication/adaptation?
		8. Has sufficient additional information been submitted? If yes, list materials submitted on the back of this form.
		9. Is there documentation of the approval of the agency head?
		10. How long has the model been in existence?
		11. Is the model within the agency free of problems with respect to state and federal laws and regulations. if not, what are they?
		12. Has cost data been provided? ____

*Additional Information/Classification Needed:(Please state below)

PROMISING PRACTICES

LEVEL II PRELIMINARY EVALUATION FORM
(For use with Evaluative Criteria)

On a scale of 1 to 5 (5 = excellent, 4 = good, 3 = average, 2 = fair, 1 = poor) rate the following:

Criteria:						(Circle One)
1. The extent to which the practice or model successfully addresses a significant and pressing or unmet educational need in the state.	1	2	3	4	5	N/A
2. The strength of evidence that the model achieved its goals.	1	2	3	4	5	N/A
3. The extensiveness of the description of the (personnel) needs and qualifications, equipment, time factors, training materials needed, applicability to other populations, settings, etc.)	1	2	3	4	5	N/A
4. Cost effectiveness	1	2	3	4	5	N/A
5. The degree to which the practice or model appears innovative.	1	2	3	4	5	N/A

NOW . . .

Sum the points and divide by 5 (or by the number of applicable items if N/A's are checked). The result should be 4 or greater to be eligible for possible site visit.

Total Rating: ________

☐ Eligible for site visit (if appropriate)

☐ Not eligible for site visit (if not eligible, briefly explain below)

(Optional)

REVIEW -- MODEL SERVICES

________________________ School: ________________________

Area: ________________________ Persons Interviewed ________________________

ervice: ________________________ Developer(s) ________________________

ewer: ________________________ Implementor(s) ________________________

Program Aspects	Questions	Responses
Precipitating problem or issue.	a. Which specific issue or problem did the model address?	a.
	b. Was this practice a replication or did it originate at your site?	b.
	c. Was preliminary research needed? If so, what?	c.

	Responses
a. Who was initially involved in developing this model in your school and making it work?	a.
b. Who is involved now?	b.
c. Has this practice been adopted by other districts? If yes, how many? Was the practice successful?	c.
d. Has this practice been validated or published? If so, describe.	d.
e. Whom do you consider to be the major beneficiaries of this practice?	e. Check all that apply ______ special education students ______ general education ______ parents ______ educators ______ special ______ general ______ administrators ______ others (specify)
f. To date, this practice has accomplished the following: List.	f.

ps in Implement- /Maintaining	a. How did the model evolve and develop? Briefly indicate steps.	a.
	b. Did any factors impede its development (e.g., community characteristics, educational history, etc.)? If so, what were they?	b.
	c. How were these problems/issues resolved?	c.
	d. What factors contributed to its implementation (e.g., administrative support, staff readiness, school and community climate, etc.)?	d.
	e. Are records kept on practice (e.g., handbooks, standardized forms, letters, brochures, etc.)?	e.

Additional Findings	a. What are the basic components necessary for replication?	a.
	b. What aspects of the practice would you do differently?	b.
	c. Who are the potential users, e.g. small/middle/large districts; urban/suburban/rural district; younger/older children; special population, etc.	c.
	Not part of Selection Process	
Technical assistance from the Division for Exceptional Children	a. Does your school district have any particular needs for technical assistance? If so, identify area or areas.	

OBSERVATIONAL REPORT. Please indicate below any significant findings based upon direct observations of the practice.

ON-SITE INTERVIEW GUIDE FOR CONSUMERS

Date: ____________________ Status of Interviewee (e.g., student, parent, teacher, etc.) ____________________

Interviewer: ____ Relation to Practice: ____________________

1. Can you describe your experience with ____ for me?
Model Service

____

____

____

2. What do you see as major strengths of the model? ______________________________

____

____

3. What do you see as problems or weaknesses of the model? ______________________________

____

____

4. What advice do you think would be helpful to others adopting this practice? ____________________

____

____

5. What two changes would you like to see if any? ______________________________

____

____

DIVISION FOR EXCEPTIONAL CHILDREN

Model Services for Exceptional Children

EVALUATIVE SUMMARY Date: ____________

Title of Nominated Practice ____________ Target Area ____________ Agency ____________

Review of Team Members: ____________

1. For each of the 5 criteria described below, each team member should circle one rating of the practice using the five point scale. Circle one rating.
2. Average these ratings for each criteria and enter average under "Team Average" column.
3. Multiply the "Team Average" score by the priority weighting assigned and enter the product in the "Product" column.
4. Add the products for all 5 criteria to determine the "Total Product Score." The minimum score for acceptance as a model service is 88.

Criteria						Team Average	Priority Rating	Product
Criterion A: NEED How important is the practice in terms of special education in North Carolina? (How pressing? How many students need this practice or service? How widespread is the problem, etc.) (Each member circle one rating.)								
Team Member	1	2	3	4	5			
Team Member	1	2	3	4	5			
Team Member	1	2	3	4	5	____	5	____
	Low	Average	High	Very High	Top Priority			

Criteria						Team Average	Priority Rating	Product

Criterion B: EFFECTIVENESS How effective is the practice in achieving its objectives? (Are the goals clear? Is the effectiveness documented?)

Team Member	1	2	3	4	5			
Team Member	1	2	3	4	5			
Team Member	1	2	3	4	5	____	5	____
	Low	Average Undocumented	Some Evidence	Strong Evidence	Very Strong Evidence			

Criterion C: ADAPTABILITY/REPLICABILITY How readily can the practice be implemented by another agency? (Any insurmoumtable problems? Ease of staffing? Ease of staff retraining? Degree of interest and availability of the "model" agency to help interested agencies? Availability of necessary equipment and materials? Solutions available for major anticipated problems? Suitable for all size districts? All types of and degrees of exceptionality? Ages of students?, etc.)

Team Member	1	2	3	4	5			
Team Member	1	2	3	4	5			
Team Member	1	2	3	4	5	____	5	____
	Low	Average	Above Average	High	Very High			

Criterion D: COST Are costs within a reasonable range of the fiscal resources of most agencies where the practice is applicable? (Materials? Equipment? Additional staff? Space? Transportation? Administrative cost? Training costs?, etc.)

Team Member	1	2	3	4	5			
Team Member	1	2	3	4	5			
Team Member	1	2	3	4	5	____	4	____
	Prohibitive Costs	Significant Costs	Average Costs	Minimal Costs	Savings			

Criteria

Criterion E: INNOVATION Does the practice appear to be new? Is it commonplace or is it unique? (Compare with practices in North Carolina with which you are familiar or aware.)

						Team Average	Priority Rating	Product
Team Member	1	2	3	4	5			
Team Member	1	2	3	4	5			
Team Member	1	2	3	4	5	____	3	____
	Quite Common in CT	A few others in CT	Somewhat Innovative	Innovative	Exceptional; Exciting Discovery			

TOTAL PRODUCT SCORE ☐

APPENDIX C

Procedures for Submitting Model Services for Publication

Procedures for Submitting Model
Services for Publication

The Model Services program is based on the principle that it is valuable to replicate the success of others rather than reinventing the wheel. A description of Model Services will be published by the North Carolina State Department of Public Education. In order to assure inclusion of all pertinent information for dissemination of your promising practice, please submit your description using the following format. Descriptions for using this format should be followed as closely as possible. Your materials should be sent to:

Coordinator of Program Development Services
Division for Exceptional Children
State Department of Public Instruction
Raleigh, North Carolina 27611

1. AGENCY

Enter the complete mailing address of agency submitting model services project(s).

2. TARGET AREA(s)

Enter name of specific target area under which your practice was submitted.

3. TITLE

Enter the name of your program or project, e.g., Early Childhood Intervention. If you use an acronymn, please include the word represented by each letter. If your program does not have a title, develop a brief (1-2 lines) caption-type descriptive phrase for it, e.g., "A Work Study Program as an Alternative to the Traditional Secondary School Curriculum."

4. **POPULATION SERVED**

Indicate for whom this project is intended, e.g., 7-9 learning disabled students.

5. **CONTACT PERSON**

Name, address, and telephone number of person in your agency who will be available to provide information to potential adopters.

(While the amount of information needed to complete items 6 thru 11 may vary from practice to practice, the total description for all items should not exceed 1,000 words. Please address every item. Please address each item separately.)

6. **PROGRAM DESCRIPTION**

The description of the program should highlight unique materials used, setting, teaching strategies, and student opportunities. In writing the program narrative, it is important to address those factors interested students, teachers, administrators, parents, and community agencies will need to know as background information.

7. **PROGRAM GOALS AND OBJECTIVES**

Identify specific goals and objectives of the project and describe the activities that achieve each objective. This part of the description should include what has to be done, and how it is to be done.

8. EVIDENCE OF PROGRAM EFFECTIVENESS

Demonstration of effectiveness may be based on evidence gathered in a variety of ways. Pre and post testing, anecdotal records and qualitative data may be used to support claims of success. Be specific when indicating sources and means of data collection. Discuss gains made in performance or changes in attitude or behavior of the target population. Please include length of time your program has been in existence. Particular strong points should be emphasized. If applicable, indicate if your program has been validated, and by whom.

9. IMPLEMENTATION REQUIREMENT

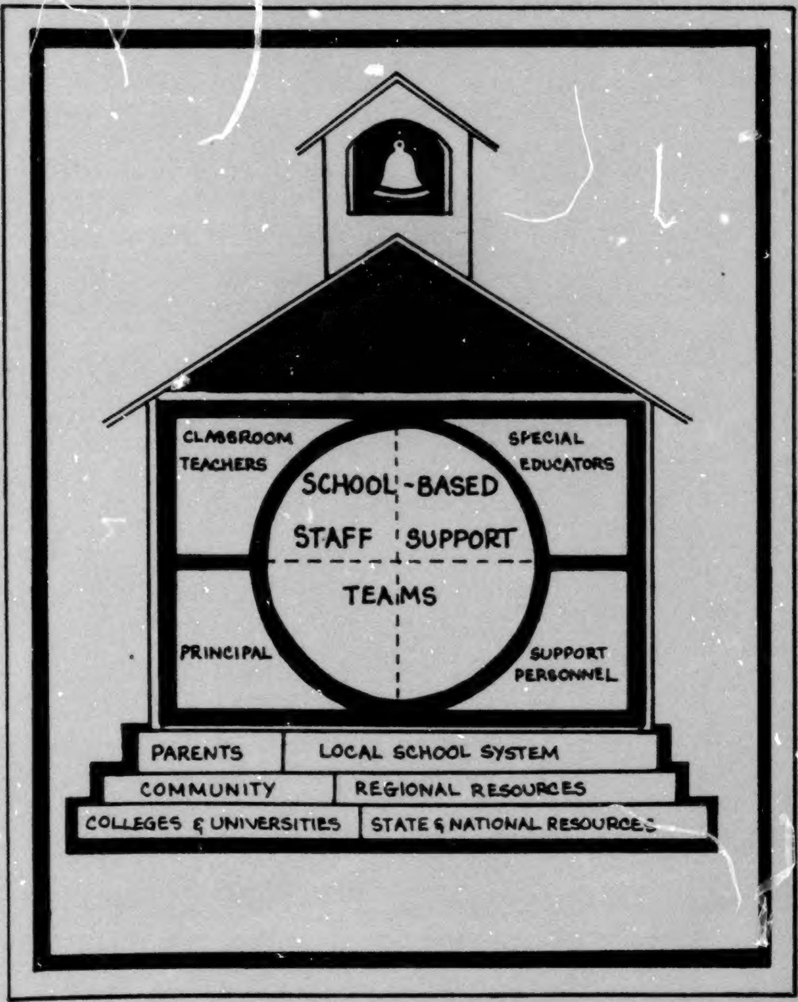
Specify what a potential adopter will need to do in order to implement your program. Include information on start up and continuous operating factors, staffing requirement, training needs, facilities, equipment, and materials required. Indicate the smallest "unit" that can use your program, e.g., a single teacher?, a group of teachers (how many)?, an entire school?, etc. Number of types of staff, as well as staff time requirements, will also be needed by potential adopters.

10. FINANCIAL REQUIREMENTS

It is very important for a potential adopter to know the cost of all implementation requirements. Indicate start-up and operating costs. Also indicate current costs of all project development materials, commercially available materials and necessary equipment.

11. Additional materials and resources available concerning the practice.

BUILDING-BASED STAFF SUPPORT TEAMS


CLASSROOM TEACHERS
SPECIAL EDUCATORS
SCHOOL-BASED
STAFF SUPPORT
TEAMS
PRINCIPAL
SUPPORT PERSONNEL
PARENTS
LOCAL SCHOOL SYSTEM
COMMUNITY
REGIONAL RESOURCES
COLLEGES & UNIVERSITIES
STATE & NATIONAL RESOURCES

Vermont's Building-Based Staff Support Teams Program is a collaborative effort between the State Department of Education, Special Education Unit, and The NETWORK, Inc., Andover, Massachusetts. The Building-Based Staff Support Teams booklet was produced by the Dissemination Model Assistance Project, funded by the U.S. Department of Education - Office of Special Education and Rehabilitation Services.

BUILDING-BASED STAFF SUPPORT TEAMS

A staff support team is a school-based peer problem-solving group whose purpose is to provide a vehicle for discussion of issues related to specific needs of teachers or students and to offer consultation and follow-up assistance.

Features of Building-Based Staff Support Teams

1. Membership is multidisciplinary.
2. Principal may be a member of and/or leader of the team.
3. Activities focus on:
   —Expediting the referral process.
   —Assessing and meeting inservice training needs of teachers.
   -Helping teachers with specific children.
   —Networking individual schools to share promising practices.
4. Model has been implemented on a school systemwide basis (Wake County) and in other systems in individual buildings.

WHY

Most schools have some parts of a school-based team functioning to improve effectiveness of services. The major advantage of establishing building-based teams is to provide a structure for professionals to use their individual strengths for solving problems as a team, so that all of the individuals who will be affected by a decision have a part in making the decision. The team concept pulls the various parts of administration and instruction together to provide a communication network, support, and training based on individual and building needs.

STRUCTURE

Generally four to six staff members are selected from: regular classroom teachers, counselors, special education teachers, school psychologists, social workers, reading teachers, speech clinicians and physical therapists. Membership rotates every two years. Referring teacher, parent and student may attend specific parts of meetings.

SUPERSTRUCTURE

(If all schools in local school unit are participating)

Advisory Board composed of team leader from every school in the system. Purpose is to provide vehicle for teams to lend support to each other and to provide a network of resources to be used in inservice training activities.

FUNCTION

Provides support upon request to classroom teachers working with exceptional or potentially exceptional students. Support can be crisis intervention, technical assistance, review of referral, development and delivery of inservice training.

ACTIVITIES

1. Facilitate and expedite student assessment and placement.
2. Assess building-level and individual needs of general and special educators for inservice training.
3. Provide and/or secure technical assistance and inservice training activities for staff on either individual or group basis.
4. Provide follow-up assistance, including: classroom observation and consultation.
5. Provide for team maintenance and professional growth.
6. Participate in support by networking with other teams and resources.

TIME

Varies. Most teams meet approximately one hour per meeting, twice a month, once the team has been in operation long enough to work as a team and has worked through the peak referral periods.

RECORD KEEPING

Forms have been developed to minimize paper work. No clerical support is required.

SUPPORT

The principal must be in support of the team, provide leadership to the teams, arrange the time and place for meetings and made the necessary incentive available such as release from other school duties.

INITIAL TEAM TRAINING

Two days of training will provide orientation to duties and team building. Training can be provided using various time intervals.

COST

The only direct cost will be in obtaining a trainer for the orientation and initially establishing the team.

Pay for substitute teachers may be needed depending on time of training.

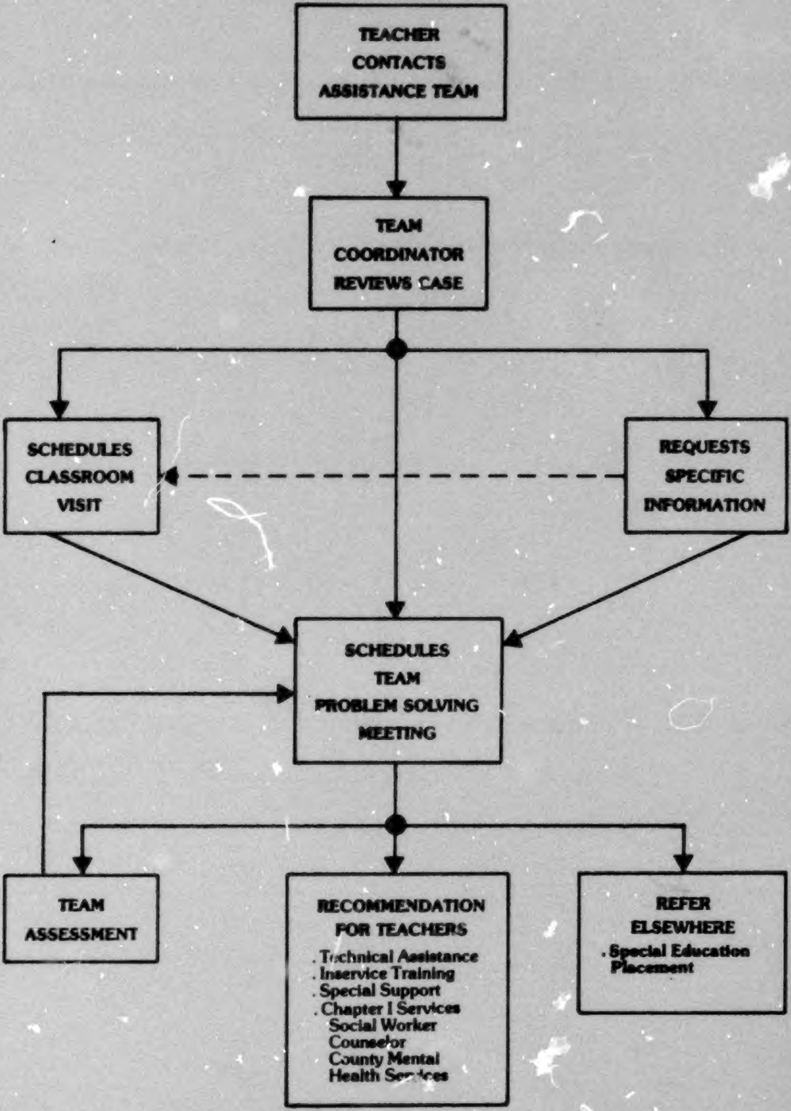
EFFECTIVENESS

The value of building-based teams can be measured in time and money. Inappropriate referrals can be practically eliminated. The recognized benefits to the teachers are immediate support and staff development, to the principal are improved staff communication and sharing in resolving problems, and to the parents and students are expanded program options and greater commitment by school staff to provide integrated as opposed to departmentalized services.

CONTACT

Judy Eklund, Coordinator of School District Services, or Idora Tucker, Training Coordinator, Special Education Unit, Vermont State Department of Education, State Office Building, Montpelier, Vermont 05602 (802) 828-3141.

THE BUILDING-BASED SUPPORT TEAM


TEACHER CONTACTS ASSISTANCE TEAM
TEAM COORDINATOR REVIEWS CASE
SCHEDULES CLASSROOM VISIT
REQUESTS SPECIFIC INFORMATION
SCHEDULES TEAM PROBLEM SOLVING MEETING
TEAM ASSESSMENT
RECOMMENDATION FOR TEACHERS
. Technical Assistance
. Inservice Training
. Special Support
. Chapter I Services
Social Worker
Counselor
County Mental
Health Services
REFER ELSEWHERE
. Special Education Placement

The following school systems have established or are beginning to develop building-based teams. You may like to contact one or more of these systems because each one of them has adapted the building-based team concept to their existing resources.

LEA	CONTACT PERSON	PHONE
Washington Central Supervisory Union	Linda Amdsen	229-0553
Addison Northeast Supervisory Union	Diane Treadway	453-3673
Bellows Free Academy	Mary Young	527-7576
Rutland Southwest Supervisory Union	Maria Briere	287-9637
Lamoille South Supervisory Union	Jon Osborn	888-4541
Franklin Central Supervisory Union	Dan Kucij	524-9463

Additional Resource People:

Garet Allen-Malley
Consultant for Learning Disabilities
Judy Eklund
School Services Coordinator
Idora Tucker
Training Coordinator
at
Special Education Unit
State Dept. of Education
120 State Street
Montpelier, VT 05602
(802-828-3141)

Marie Hoffman/Jon Kaiser
The NETWORK, Inc.
290 South Main Street
Andover, MA 01810
(617-470-1080)

Film/Slides Available: (from Garet Allen-Malley, Special Education Unit, State Dept. of Education, 120 State Street, Montpelier, VT 05602, 802-828-3141)

. Wake County Model: Support From Within
. Teacher Assistance Team Model

For additional written information:

School-Based Staff Support Teams: A Blueprint for Action. A $5.00 monograph (61 pages) disseminated by the National Inservice Network, 2853 East Tenth Street, Cottage L, Bloomington, Indiana 47405.

Inservice Facilitator Teams. Cecelia Scaife, Inservice Director, Hampshire Educational Collaborative, Center School, Hadley Street, South Hadley, Massachusetts 01075.

Teacher Assistance Teams. James Chalfant, Professor, Department of Special Education, Education Building, University of Arizona, Tucson, Arizona 85721.

ADMINISTRATOR TRAINING WORKSHOP

BUILDING-BASED SUPPORT TEAMS

August 23-24, 1984

LaGue Inn
Berlin, Vermont

ADMINISTRATOR TRAINING WORKSHOP

BUILDING-BASED SUPPORT TEAMS

August 23-24, 1984

Berlin, Vermont

-- AGENDA --

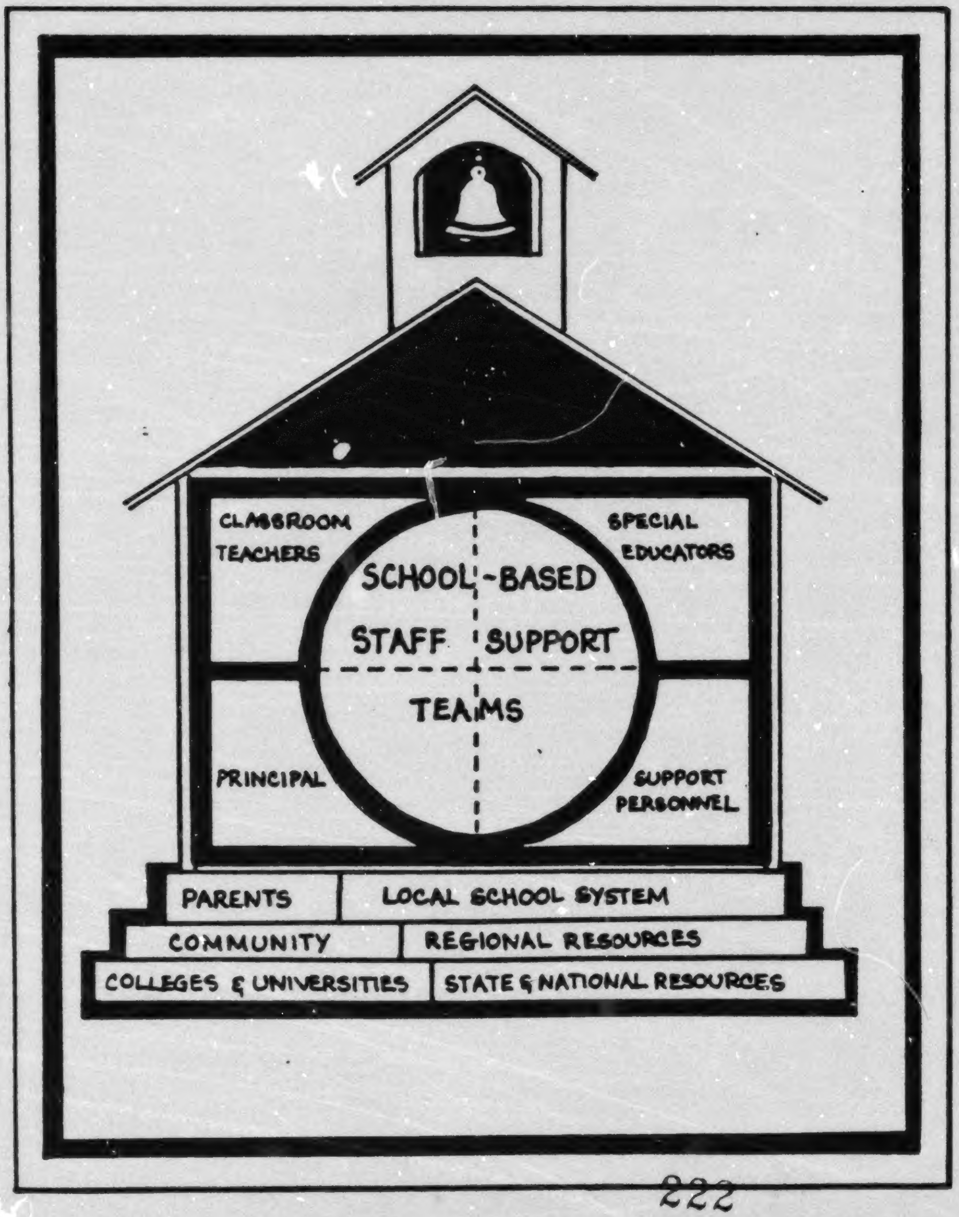
DAY 1

9:00 - 9:30	Welcome and Introduction	Judy Eklund Vermont State Department of Education
9:30 - 10:00	Pilot District Sharing	
10:00 - 10:30	Teaming Concepts	Marie Hoffman The NETWORK, Inc. Andover, Massachusetts
10:30 - 10:45	Break	
10:45 - 11:15	Team Roles and Functions	
11:15 - 12:00	Overview of TAT Model	
12:00 - 1:00	Lunch	
1:00 - 2:00	Overview of Wake County Model	
2:00 - 2:30	Skills for Success	
2:30 - 2:45	Break	
2:45 - 4:00	Group Activity #1: Dealing with Change	

DAY 2

9:00 - 9:30	Debriefing of Day 1
9:30 - 10:30	Group Activity #2: Team Development Stages
10:30 - 10:45	Break
10:45 - 12:00	Group Activity #3: Brainstorming Events
12:00 - 1:00	Lunch
1:00 - 2:30	Building Action Plans
2:30 - 3:00	Summary and Wrap-Up

SCHOOL-BASED STAFF SUPPORT TEAMS


CLASSROOM TEACHERS
SPECIAL EDUCATORS
SCHOOL-BASED
STAFF SUPPORT
TEAMS
PRINCIPAL
SUPPORT PERSONNEL
PARENTS
LOCAL SCHOOL SYSTEM
COMMUNITY
REGIONAL RESOURCES
COLLEGES & UNIVERSITIES
STATE & NATIONAL RESOURCES

A
BLUEPRINT
FOR
ACTION

TABLE OF CONTENTS

Section

TEAM CONCEPTS/INFORMATION PINK
- Why Build a Staff Support Team?
- How is a Team Established?
- How Does It Evolve?
- What is Necessary for Successful Team Operation?
- Critical Variables of Staff Support Teams

ASSISTANCE TEAM MODELS WHITE
- Technical Assistance Team
- Inservice Faciltator Team
- Wake County Team

THE CHANGE PROCESS BLUE
- Major Dissemination Efforts Findings
- Sixteen Myths
- Assistance and Support Functions
- Ingredients for Successful Change
- Institutionalization
- Complementary Roles in Successful Change
- Two Scenarios of School Improvement Efforts

TEAM DEVELOPMENT ORANGE
- Stages of Team Development
- Coping with Conflict
- Basic Concerns of Any Group
- Effective Group Process Skills
- Team Development Inventory Scale

ASSESSMENT/IMPLEMENTATION TOOLS GREEN
- Building Profile Sheet
- Inservice Cooperative Plan
- Building Action Plan

WHY BUILD A SCHOOL—BASED STAFF SUPPORT TEAM?

Expectation/Results

What can you expect to happen if a school-based, staff support team is established and "lovingly" maintained? Will individual needs of students be better met? Will there be a greater improvement in the instructional program? Will the staff be given better support, and will the building atmosphere be enhanced?

The answer to all these questions is yes.

Consider a building where the following can happen . . . .

Staff skills and effectiveness of services are increased

- A building problem solving model is developed
- Information is easily disseminated
- Personnel and services are better utilized
- Services are integrated, not departmentalized
- Staff collaboration is developed and embraced
- Staff communication and cohesion expands
- Inservice training is tailored to individual needs
- Teaching skills are easily upgraded
- Staff development is planned and frequently delivered by the recipients, and
- Needs assessment is ongoing and dynamic

And where . . . .

Individual needs of students are met

- Teachers have a clearer understanding of student potential
- "Mainstreaming" has a single practical definition
- Inappropriate, unnecessary referrals are eliminated
- Needed referrals are facilitated
- Students are appropriately placed and better adjusted
- Classroom programs are modified to meet individuals needs
- Positive parent involvement is facilitated
- Community support is increased, and
- Potential law suits are replaced by parent cooperation

And even where . . . .

Professional atmosphere is enhanced

- Crises normally faced by the principal are reduced
- A greater appreciation of the roles of others develops
- Peer support and encouragement are commonplace
- Morale is high because "someone cares"
- Coping mechanisms replace anxieties
- Job satisfaction improves
- "Burn out" is reduced, and
- The strengths of professionals, particularly class teachers, are recognized, emphasized, and built upon.

This is where you will find a school-based, staff support team in action.

HOW IS A SCHOOL-BASED STAFF SUPPORT TEAM ESTABLISHED?

Implementation

How do you establish school-based teams on a voluntary basis? What steps appear to be useful? What factors need to be addressed at each step of the implementation process?

The implementation of a staff support team will raise questions, anxieties, concerns which must be addressed if the team concept is to be accepted. Certain factors appear to be critical to this acceptance. They include: clearly evidenced administrative commitment and support; collaborative planning for implementation; continuous on-line support to individuals establishing the team; clarity of both goals and roles; and a receptive school staff. To attend to each of these factors a series of steps must be taken during the implementation process. This section of the monograph outlines these steps and the activities which need to be completed in order to successfully establish staff support teams in one or more schools.[4]

STEP 1: ENTRY

The appropriate team model is chosen; the system into which it is to be introduced is analyzed to determine appropriate introductory strategies; and the team concept and specific model are introduced to key decision-makers for initial approval.

I. Gather data to answer the following:

Models available

A. What models of school-based teams are available that have already been successfully implemented?

Characteristics of personnel and system

B. What are the characteristics of the system and personnel who might establish teams? What are the relevant formal and informal power structures? What helping role can the teacher association/union play? What are the contractual arrangements with organizations? With school districts?

Match

C. Which team model appears to be most appropriate to the needs of potential adopters?

D. What components of a staff support team are already in place in potential sites? How should these be taken into consideration? For example, can they be incorporated? Built upon?

Levels at which team concept likely to be implemented

E. At what level is the staff support team concept most likely to be initially adopted?[5] Building? System? Cooperative? State?

F. Who are the key decision-makers and, therefore, at what level should the appropriate model be introduced? Individual school building? School system? School district? Cooperative? State education agency?

---

4. For further elaboration on the implementation of one team concept see M. Horvath and L. Baker, *Instructional Support Teams: Their Initiation in Local School Buildings*, Appendix C.

5. Even if the model of the staff support team is adopted by an entire district, cooperative, or state, the concept should be implemented on a small scale so that each team can be fashioned to meet the needs of a specific site. Successful implementation at these sites may then lead to system- or district-wide, cooperative or state-wide implementation.

2. Plan and conduct activities for key decision-makers to introduce them to the concept of staff support teams based on answers to the questions posed above and including the following:
   - A. Description of the model selected.

Introduction of support team concept to key administrative decision-makers

   - B. Analysis of benefits of having a staff support team in a school including any previous success data.
   - C. Analysis of staff support team components already in existence.
   - D. Analysis of what time, energy resources, etc., the establishment of a team will "cost".
   - E. Description of possible procedures for implementation of a team.

Initial administrative approval

3. If introduction of the team concept is from outside the system, secure permission. If introduction is from within the system, secure decision-maker(s) support to introduce team concept to staff from school(s) where teams might be implemented.

Introduce concept to school personnel who might implement team in their building

4. Plan and conduct activities to introduce the concept to school personnel who might adopt the staff support team approach.
   - A. Description of model.
   - B. Analysis of benefits of having a staff support team in a school including any previous success data.
   - C. Analysis of staff support team components already in existence.
   - D. Analysis of what time, energy resources, etc., the establishment of a team will "cost".
   - E. Description of possible procedures for implementation of a team.

STEP 2: ADOPTION

Approval and support for the establishment of one or more teams is secured from all appropriate persons and organizations in the system. Commitment to establish a team at a site is finalized from the school staff.

1. Secure indication of interest by key decision-makers at school system or building level.

Initial approval

2. Secure initial approval from key decision-makers to secure support for team implementation at one or more sites.
3. Secure support for establishment of team(s) from the following:
   - A. Building administrator to encourage acceptance and later facilitate the development of the team and its use by the staff. *Active* endorsement by principal is critical to successful implementation of teams.
   - B. As many members of building staff as possible, particularly the opinion leaders, in order to encourage initial acceptance.

Support at every level

   - C. Director of programs for students with special needs[6] to support the process and the efforts of a team to meet the needs of teachers and children, to encourage continuation of individual teams, to provide resources needed by a team and to provide linkage with other teams in the system.

---

[6] This is particularly appropriate if there is more than one team in a school system.

D. Teacher association and unions—to encourage and facilitate staff participation in the teaming process.

Site selection
Final approval

4. Finalize approval and commitment from all appropriate levels of administration for team establishment at specific site(s).

STEP 3: FORMATION OF TEAM

The selection process for team members is determined and carried out.

Determination of selection process

1. Building administrator and staff[7] determine specific selection process[8] including:
   - A. Nature of representation[9] which, whenever possible, should include:
     1. Regular and special education teachers
     2. Building administrator or designee
     3. Someone from the field of guidance, psychology, social work
     4. Teachers who work with different age levels.
   - B. Degree to which membership is restricted.
   - C. Degree to which peer selection will be a part of the process.
   - D. Duration of membership: One year? Two years?

Indepth introduction of team concept to staff

2. Introduce concept to entire building with activities that review or address:
   1. General purpose and goals of team
   2. Membership representation
   3. Selection process
   4. System policy and contractual arrangements which need to be considered.

Selection

3. Select team members.

STEP 4: TEAM PLANNING AND PREPARATION

Team members determine goals and operating procedures; assess their skills and secure needed training and technical assistance to form collaborative team; and promote school-wide use of team services.

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[7] While each decision has to have the support of the administrator, all staff who will be affected by the implementation of the team should be involved as much as possible in the planning process. The more they are involved in the planning, the more they will feel a part of, "own" and support the staff support team concept and implementation.

[8] An outside process observer consultant can provide invaluable help in the early stages of team development from the moment the determination of the selection process begins.

[9] Traditionally, parents have not been used in staff support teams. However, for a model that includes them see *Building Instructional Support Teams* in Appendix A. For further notes on the inclusion of parents, see Appendix D.

1. Team members plan for implementation of team process.

   Goals

   A. Refine group goals.

   B. Determine operating procedures including:
      1. Format
      2. Leadership functions and responsibilities

   Procedures

      3. Frequency and duration of meetings
      4. Time and place of meeting
      5. Classroom coverage considerations, if needed
      6. Data collection and evaluation processes.

   Needs assessment

   C. Carry out needs assessment to determine immediate needs of team for technical assistance, resources, training.[10]

   Incentives

   D. Determine how incentives can be maximized and/or barriers removed for:
      1. Staff participating as team members
      2. Staff utilizing the team's services

   Assistance

   E. Secure assistance, resources, training needed as indicated by C and D–1 above.

   Communication with staff

   F. Communicate with staff about operating procedures including information relating to B and D–2 above.

Promote acceptance

2. Team members promote school-wide acceptance and use of team services.[11]

STEP 5: INFORMATION AND RESOURCE LINK–UP

Once goals and operating procedures have been determined, the team needs to develop a means of having access to and availing itself of the information and services from a multiplicity of people and organizations at the local, state and national level.

School resources

1. The team is linked to other ad hoc or permanent school committees or programs, such as the curriculum committee, the P.L. 94–142 Child Study team, PTA–PTO, etc.

Local resources

2. The team is linked to the local education agency resources, for example, teacher consultants, where the position is utilized and other teams, if they exist in the district, cooperative, or school corporation.

Regional resources

3. The team is linked through contact people to regional resources, colleges and universities, agencies, and consultants.

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[10] Few schools or small districts have the information and resources necessary to implement the staff support team approach on their own. Support for the process is available from multiple sources: state education agencies; colleges and universities, staff development programs; regional resource centers; school staff who have already successfully implemented teams. Therefore, some persons need to be available to provide content and process assistance to help a beginning team get underway as well as to provide on-line support as needed.

[11] Promoting acceptance of the team may be an on-going process, particularly if it continually introduces techniques which require staff to change approaches or procedures.

State resources CSPD

4. The team is linked through contact people to the state education agency resources and the state's Comprehensive System for Personnel Development.

National resources

5. The team is linked to the information sources of national organizations such as National Inservice Network, National Association of State Departments of Special Education, Council for Exceptional Children, National Staff Development Council.

Implementation —

1. *Administrative support is essential to successful implementation of teams.*
2. *During the planning and preparation step, opinion leaders on the staff who are willing to try the support team approach should be encouraged to join the efforts as early as possible.*
3. *Whenever possible, staff who will be affected by the implementation of a team should be involved in the planning process.*
4. *If the staff support team concept is to be 'piloted', sites should be chosen on the basis of where the approach is most likely to be successful.*

ONCE A STAFF SUPPORT TEAM HAS BEEN ESTABLISHED, HOW DOES IT EVOLVE?

Stages of Development

Groups of people working together do not become a team in a day. Teams evolve and becoming a team takes time. Regardless of their size or composition, staff support teams go through certain stages of development. The length of each stage varies from team to team and may be as short as one meeting or may last for several months. The sequence of stages is the same for each, and while the specifics of each stage may vary from team to team, the overall nature of each stage is consistent across teams. During this process, some of the activities and feelings of team members may not appear to be productive. This is particularly true during the dissatisfaction stage when a sense of frustration and incompetence frequently emerges. However, working through each stage is a crucial part of the team's evolution if the end result is to be a fully functioning staff support team. A description of the five stages of team development[12] follows:

I. ORIENTATION STAGE

A. Members are somewhat eager and have positive expectations.

B. Members are concerned about and want to know
   1. What the purpose of the staff support team is?
   2. What will they have to do?
   3. Who will lead?
   4. If their efforts will be fruitful?

C. Members are dependent on the situation and whomever is leading.

D. Energy and time are focused on —
   1. Defining the goal(s) and the task of a staff support team.
   2. Devising at least an initial means for carrying out tasks, i.e. team process and procedures.
   3. Determining what skills are needed on a staff support team, which of those skills members lack and need to develop, and how those skills might be learned.
   4. Once determined, trying out and becoming accustomed to team process and procedures.

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[12] Adapted from R. Lacoursiere, *The Life Cycle of Groups*, (New York, 1980).

II. DISSATISFACTION STAGE [13]

- A. Members become somewhat frustrated.
  - 1. Positive expectations and reality of team work do not coincide.[14]
  - 2. Dependence on situation and whomever is leading becomes unsatisfying.
  - 3. Appropriate resources are not readily available.
  - 4. Some problems presented to team are not easily solved.
- B. Members may feel some anger towards whomever is leading, the goals and task of the team, and other members.
- C. Members may feel sad, discouraged.
  - 1. Feel they cannot do what they hoped.
  - 2. Feel incompetent.
- D. Energy and time are focused on:
  - 1. Redefining what their task is in 'achieveable' terms.
  - 2. Determining strategies for solving *long*-term problems.
  - 3. Determining how best to accomplish their task, including assessing any additional skills needed.
  - 4. Resolving their sense of frustration and incompetence.
  - 5. Redefining their expectations so that they are more compatible with what in reality is possible.

III. RESOLUTION STAGE

- A. Frustration is dissipating.
  - 1. Expectations and reality are more closely, if not completely, meshed.
  - 2. Skill in carrying out procedures and, therefore, in completing task is increased either by additional experiences with the process or specific training activities.
- B. Personal satisfaction is increasing.
  - 1. Process and procedures are being mastered.
  - 2. Self-esteem is heightened.
  - 3. Pleasure in accomplishing task (and getting positive feedback from staff through informal or formal monitoring process) outweigh earlier frustrations.
- C. Collaborative efforts are beginning to jell.

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[13] For further information on how to work through this stage as well as all other stages of development, see Johnson and Johnson, *Joining Together* and Miles, *Learning to Work in Groups* listed in the Bibliography. Of particular assistance in conflict resolution are Dyer, *Team Building* and Eisenberg and Delaney, *The Counseling Process*.

[14] It is rare to have initial expectations ever matched by reality.

IV. PRODUCTION STAGE

A. Members are once again eager to be part of the staff support team effort.
B. Individuals on the team feel greater autonomy.
C. Members are working well together.
  1. Leadership functions are shared.
  2. Sense of mutuality (we sink or swim together) and interdependence has developed.
D. Energy and time are focused on meeting staff needs for support through on-the-spot and follow-up problem solving and consultation and long-term inservice training or staff development.

V. TERMINATION

A. Members may feel –
  1. Sense of sadness because the team is, at least for the time being, ending.
  2. Strong sense of accomplishment.
  3. Last minute urgency to tie-up loose ends.
  4. Regret, if feel they were not able to do everything planned.
B. Energy focused on –
  1. An evaluation of what has been accomplished—quantity and quality.
  2. What needs to be done to complete task for the time being.
  3. If appropriate, how to begin task anew the following school year and what changes if any should be made based on previous year's experience.

Stages of Development –

1. *Teams evolve and go through several stages of development.*

2. *A stage may last for one hour or one year, and there is no way to know ahead of time how long a particular stage will last.*

3. *Dissatisfaction is a natural part of the team process and should not be viewed as a sign that the team is ultimately failing, but rather that it is time for the members to take stock and review goals, processes and resources, rewards, outcomes.*

WHAT IS NECESSARY FOR SUCCESSFUL TEAM OPERATION?

Functioning

A functioning staff support team does not "happen" automatically. The fact that the decision is made and the commitment is there to form a team is not sufficient to guarantee its successful establishment, operation, and integration into the system. There are two areas which need to be addressed while establishing a team to insure its effective functioning. The members need to work together to develop both a collaborative team structure and a set of operating procedures, and, as a team with a particular method of operating, they must offer a viable service to the staff in the school. This section of the monograph outlines these two areas of development and what factors need to be considered in each if a staff support team is to function successfully.

> ***The staff support team members need to work collaboratively to develop both a team and a set of operating procedures.***

1. Clarity of mission
    - A. The team needs a philosophy that:
        1. Assures the creation of a team service that will meet the needs of staff and students.
        2. Defines the parameters for establishing goals.

Clear goals

    - B. The team needs clearly defined goals:
        1. That are attainable.
        2. That minimize unrealistic expectations by team members and staff.
    - C. The team needs clearly defined authority—what it can and cannot do—so that

-Clear authority

        1. The team is not in conflict with existing authority.
        2. The team is not in an adversarial relationship with any other groups or individuals.
        3. The team will only make decisions on which it can effectively act or will refer individuals to other resources.
2. Collaborative team structure—mutuality.[15]
    - A. Members need to recognize and accept the fact that they are a team.
    - B. Members need to develop positive interdependence—mutuality—through:
        1. Resource interdependence, i.e. an appreciation that each member has skills, and talents that are needed by the team.

Mutuality
Interdependence

        2. Goal interdependence, i.e. that there is consensus, agreement about the goals.
        3. Reward interdependence, i.e. that team, not individual, effort is rewarded.

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15. Many people assume if you are part of a team you have skills to function that way. Few people have ever learned how to function in a cooperative. Those who have collaborative skills need to learn how to apply them in this particular situation. For an elaboration of the importance of cooperative interaction and its effects, see D. Johnson and R. Johnson, *The Key to Effective Inservice: Building Teacher-Teacher Collaboration*, listed in the Bibliography.

3. The members need to be competent in specific skills and knowledgeable in specific content area information.
   - A. The team members need skills in order to work together effectively and to maintain relationships on the team.

Collaborative skills

      1. Trust building: trusting and trustworthiness.
      2. Communication: sending and receiving.
      3. Leadership: task performance and maintenance of team.
      4. Conflict resolution.
      5. Evaluation: giving and receiving feedback.
   - B. The team members need knowledge and skills in order to achieve their task.

Knowledge in specific content areas

      1. Specific information (e.g., behavior change strategies, informal assessment techniques): the basis of the solutions they generate with staff.

Consultation skills

      2. Consultation: the process by which they share in problem solving with staff and learn how to use outside resources.

Shared leadership function

      3. Shared leadership function.
         - a. One or more individuals are needed to get the team started in the beginning.
         - b. One or more individuals are needed to insure that the team continues toward personally satisfying and effective accomplishment of shared goals.

4. A set of mechanics to initiate and maintain task functioning.[16]
   - A. The team needs to determine operating procedures including:

Operating procedures

      1. What is the best time (for members and staff) for meetings?
      2. How long should meetings be?
      3. What will the agenda be and how is it determined?
      4. How can the work be both productive and pleasant?
      5. Who will carry out which leadership functions?
      6. Who will do follow-up consultation?
   - B. The operating procedures need to be feasible and efficient.
      1. Meeting time and location need to be convenient to team members.
      2. Meetings should allow sufficient time to talk about organizational details and meet with staff.
      3. Disincentives for participating on the team should be diminished until they are far outweighed by incentives.

Clear agenda

   - C. Each meeting should have a clear agenda, preferrably known ahead of time by the team and also by faculty so that any interested staff could participate with the approval of the teacher(s) requesting service.

5. A system of rewards.

Rewards

   - A. The team members need jointly owned, tangible or intangible rewards for participating on the team.
   - B. The rewards for participating need to be greater than the time and energy required.

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[16] Ideally, a minimum of a one-day meeting should be held (preferably off-site and away from pressures of daily work) to provide initial orientation activities and training to help a new team get organized.

6. Monitoring mechanisms.
    - A. The team needs to develop a dynamic assessment process to determine:
        1. Team needs for:
            - a. Training
            - b. Resources
            - c. Technical assistance.
        2. Staff needs for:
            - a. On-the-spot consultation
            - b. Long-term inservice training via seminars, discussions, workshops, etc.

Needs assessment

    - B. The team needs to maintain a short written record of its activities and decisions to allow for a periodic review and assessment of progress and to keep staff informed of its activities.
    - C. The team needs to develop an objective, ongoing process (written or verbal) to determine how well it is functioning, how well it is meeting staff needs, and what it needs to do to be even more effective,[17] including:
        1. How members are working together as a team?
        2. How effectively they are offering their service to staff?

Documentation

    - D. The team needs to determine who will be responsible for collecting the assessment and evaluation data.

7. An administrative support base for actual functioning of team.
    - A. The team needs *active* support from the building administrator to work out issues and problems such as scheduling classroom coverage.
    - B. The administrator needs to facilitate linkages with or access to other resources.
    - C. The administrator needs to actively support the team's integration into the overall system.
    - D. The administrator on the team should encourage other members' contributions and sense of accomplishment by allowing leadership functions to be shared among team members.

Administrative support

8. A superstructure support base if multiple teams are established in a district, cooperative, collaborative.
    - A. The teams should have an individual or individuals either from within the system's administration or from outside the system to provide support by:
        1. Answering questions.
        2. Responding to issues and problems encountered.
        3. Monitoring progress.
    - B. The team should have a mechanism for meeting together on a regular basis to:
        1. Share ideas and procedures that have proven successful.
        2. Discuss problems or issues that arise

Superstructure support base for multiple teams

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[17] For an elaboration of an evaluation plan of one team model, see S. Stokes Kieran and P. Axelrod, *Inservice Training for Educators of Children with Special Needs: Evaluation Considerations*, Appendix E.

The team must offer a viable service to staff.

1. Accessibility of service.
   - A. The team should meet regularly once a week so service is availas need arises.
   - B. The meetings should be at a time convenient for all staff.
   - C. The meetings should be of sufficient length in order to:
     - 1. Meet the needs of staff members requesting consultation at any given meeting.
     - 2. Prevent a backlog of concerns.
   - D. The meeting time and location should be the same time each week so staff can count on consistency.

Accessible service

   - E. The team needs to develop a system for responding to multiple, simultaneous requests for service, including a determination of:
     - 1. Who selects which requests are given top priority?
     - 2. On what basis is the selection made?
     - 3. How will requests be managed that, for temporary lack of time, cannot be met during regularly scheduled meetings?
   - F. The staff needs to be made aware of when and where the team meets and how they can avail themselves of its services.
   - G. If follow-up consultation is offered, individuals on the team need to be skilled at and be available to do follow-up consultation.
   - H. If service is offered, the team needs to regularly review the status of that service.

2. Benefits of utilization of team.
   - A. The team needs to establish and maintain a good record of credibility and performance.

Beneficial service

     - 1. The team must establish and maintain a high level of trustworthiness with staff.
       - a. Focus of meetings needs to be the problem or issue not the competence of the staff member requesting assistance.
       - b. The message conveyed should be, "This is a safe place to take a risk and bring your needs."
     - 2. The team needs to establish and maintain a good record of meeting staff needs including following through until completion on any issue/problem addressed.
   - B. The team members need to have good consulting and problem-solving skills in order to be able to utilize content area expertise effectively.

Multidisciplinary background and expertise

   - C. The team needs to be able to meet a wide range of staff needs in specific content areas.
     - 1. Members need to have breath of background training and expertise particularly in education, special education, and psychology to address a wide variety of issues or problems.

Link with supplemental resources

        2. There should be back-up resources available to supplement the expertise of teams, e.g., if a reading specialist is not on the team, one should be available to attend a meeting or consult with the team on a case specific or issue specific basis.

    D. The sum total of the team efforts should create a service the benefits of which far outweigh any risks staff might feel when requesting service.

3. Administrative support of the value of the service.

    A. The team needs *visible* support of the building administrator to lend credibility to its work with staff.

Administrative support

    B. The team needs the support of the building administration to actively diminish the risks felt by staff members who bring needs to a team whose membership includes an administrator.

Functioning —

1. *Two areas need to be addressed:*
    - a. *The members need to develop a collaborative team structure and a set of operating procedures, and*
    - b. *the team needs to offer a viable service.*
2. *Administrative support for the service provided by the team as well as for its actual functioning is essential.*
3. *Leadership functions of getting work done and keeping the group in good working order must be taken care of, but can be done by one or more members of the team.*
4. *A new approach always takes more time initially but will eventually save time.*

STAFF SUPPORT TEAMS
Critical Variables

by

Shari Stokes and Penny Axelrod

The purpose of this paper is to describe a model for providing inservice training to educators mainstreaming children with special educational needs. The model was developed by the authors at Tufts University in association with the Education Collaborative of Greater Boston as part of a United States Office of Special Education funded training project[1] and has been implemented in seventeen elementary schools. The key element of the model is the creation of multidisciplinary, building-based Staff Support Team which provides inservice training, via consultation, to the staff members of a school. The paper includes a rationale for the establishment of building-based teams, a description of their concept and function, and an analysis of features which, based on experience, appear to be critical to their successful functioning.

Rationale for Staff Support Teams

The mandate of Public Law 94—142 has imposed a new reality on school personnel. Contrary to the prior practice of having children with special needs taken from the regular class teacher to be taught by specially trained people, a new approach has been mandated which requires that special needs children must receive an increasingly greater proportion of their education in regular classes. The regular class teachers must, therefore, have confidence in their ability to teach children with special educational needs. Many of these teachers also need to develop new strategies to accomodate a more heterogeneous group of children in the classroom.

In addition to changes in attitudes and practices which are imposed by the reality of Public Law 94—142, a change in the role relationships of school personnel must occur if the law is to be fully implemented. Whereas special educators, regular educators, and specialists once functioned, primarily, in separate domains, they are now being asked to share in the educating of children. They must work together and to do so must establish relationships in which each appreciates the other's role and the possibilities and constraints imposed upon each other.

Clearly some mechanism is needed to support educators who are faced with demands for changes in attitudes, practices, and role relationships and to enable them to respond effectively to their new responsibilities.

Staff Support Teams: The Concept

A method that has proved effective[2] in providing support to school staff is the establishment of a building-based Staff Support Team. This team is comprised of personnel from various professions, and its purpose is to provide a weekly forum for one or more faculty to discuss issues or topics in general or related to specific children and to receive consultation as well as follow-up assistance in serving children. By providing individualized support and assistance, this team can help regular class teachers feel more competent in working with a wider variety of children. The team can also provide a structure for specialists, regular educators, and special educators who are staff members to join together to plan cooperatively for the education of children, particularly those with special needs. Unlike many teams whose focus is children, the primary purpose of the building-based team described here is serving members of the staff. This distinction is emphasized by the name, Staff Support Team.

[1] The project is entitled "Inservice Training for Educators of Children with Special Needs."

[2] Kieran, Shari Stokes and Axelrod, Penny, *Inservice Education of Children with Special Needs: Evaluation Considerations.* Paper presented at Eastern Educational Research Association meeting, Norfolk, Virginia, March 5—8, 1980.

Staff Support Team Function

The Staff Support Team provides immediate crisis intervention, short-term assistance, or ongoing support to any member of the school staff who requests its services. For example, a teacher who is working with a child whose behavior is interfering with his learning and development could join with the Team to brainstorm possibilities for intervention. Another member of the staff could request the Team to help in making suggestions for and/or locating the sources of specialized instructional materials. The Staff Support Team could facilitate a series of discussions, throughout the school year, between a regular class teacher and other staff members to coordinate the multiplicity of special services provided to a child to ensure consistency and to avoid duplication of effort. To use Havelock's[3] (1973) descriptors, the Team's role can be that of catalyst, a solution giver, a process helper, and/or a resource linker.

Since the general function of the Team is staff support, the specific role will depend upon the needs of that school's staff, will vary from school to school and over the course of time. The question of role is addressed in the initial stages of the Team's formation and throughout its existence and so can readily evolve to meet the changing needs of staff.

Critical Features

Since the inception of the Inservice Training project in June, 1978, information has been collected on the implementation of the Staff Support Team model in urban and suburban settings, large and small school districts, and in elementary schools in which the number of classroom teachers totaled between ten and thirty-two. An analysis of the data indicates that the successful Team is visible, accessible, competent, non-intimidating, sanctioned by those in the power structure, and self-supporting. If a Staff Support Team is to be viewed by the school staff as offering a viable service and if the Team is to develop a self-supporting mode of operation, then the following features are critical.

Multidisciplinary Membership

Since many teachers fear that appearance at a Staff Support Team meeting suggests that their competence is open to question, utilization of the Team's services can be perceived as a high-risk situation. The composition of the Team is designed to minimize this risk factor and, in addition, to maximize the Team's ability to address the full range of needs expressed by a school staff. Included in the Team should be two regular class teachers and one of each of the following: building administrator, special education teacher, ancillary support professional such as the school psychologist, guidance counselor or social worker. The multidisciplinary membership creates a Team that can offer a broad range of perspectives, ideas, resources and thereby increases the likelihood that the Team can provide support and/or assistance to any member of the school staff. Moreover, the whole concept of joint planning and implementation of educational programs for children is fostered by the model provided by the Team. In addition, membership from each of the four areas of expertise provides specific benefits to the Team.

The presence of the regular education teachers on the Staff Support Team increases the likelihood that a regular class teacher who comes to the group will feel that it is an empathic body and helps to diminish the often reported feelings of incompetence that regular educators experience when they discuss an issue or concern with specialists whose very titles suggest higher levels of expertise. The regular education members also offer a perspective on the feasibility of implementing a Team-generated idea in a regular classroom. Together with the individual from special education, the regular education members offer curriculum and classroom management ideas and suggestions for modifications to address the frequent requests for consultation in those areas.

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[3] Havelock, Ronald G., *The Change Agent's Guide to Innovation in Education.* Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.

Because experience has indicated that teachers frequently request consultation on issues which relate to a child's emotional development or adjustment in the classroom, the ancillary support professional on the Team must have the background to address these issues. Therefore, the support services represented on the Team should be psychology, guidance, or social work. Additional representatives from other fields, such as remedial reading, speech and language remediation, can be added to provide critical information to the Team whether by regular representation or on a case-specific basis.

The administrative representative offers a perspective on the feasibility of Team-generated ideas with respect to the school's or school district's fiscal and management policies and provides an initial administrative review of any idea which requires action at either the building or system level.

In summary, these five members (two regular educators, a building administrator, a special educator, and an ancillary support professional) constitute the core of the Staff Support Team. As was indicated above, members may be added with the following two cautionary reminders. First, the purpose of the Team is to support staff members who come, not to overwhelm them. The larger the number of Team members, the more likely the Team meeting will be perceived as a tribunal rather than a non-intimidating, empathic forum of staff members. Second, while the membership is multidisciplinary, a balance between regular educators and "others" needs to be maintained.

Administrative Support

The presence of an administrative representative, at least during the initial year of Team development, demonstrates institutional support for both the concept and the actual functioning of the group. Without this *visible* support, the success of the Team is severely hampered and may be totally curtailed. On the other hand, the Team should *not* be seen as an arm of the administrator, but rather as a process of support to which the administrator contributes in any manner possible.

Atmosphere of Equality

Each member must be able to contribute to the Team on an equal footing. No one member runs the Team or makes decisions for it. The Team is multidisciplinary; therefore, not every member can be expected to make the same contribution. If, however, the members are going to be able to act as a consulting body to the staff, every member must feel as though s/he has *equal* opportunity to contribute to the process and that his/her contribution is valued. The consulting process must directly enlist the expertise of the individual requesting assistance. In a sense the Team becomes composed of six people—the individual staff member requesting assistance plus the five regular Team members.

Role of the Follow-up Consultant

In addition to the weekly meetings, one of the important services offered by the Staff Support Team is follow-up consultation to the individual who presents an issue or concern. One individual on the Team must have major responsibility for providing the follow-up consultation service or ensuring that it is offered. With the exception of the administrator (whose power to evaluate makes him/her unsuitable) anyone on the Team who is particularly competent in classroom observation, remedial and behavior management strategies, and consultation with peers would be suitable for this role. This individual should also have credibility with other staff, be a positive, active member of the school building community, and have time available to carry out the consultation.

Role of the Team Facilitator

The member of the Team who assumes this role ensures that the Team functions smoothly and that the school's staff is aware of the full range of services it can provide. The responsibilities of this role include: acting as the liaison between the school staff and the Team; carrying out the organizational maintenance tasks such as facilitating the contact procedure for those requesting service and the process by which the agenda is set; maintaining the schedule; contacting staff to indicate at which meeting their issue or concern will be addressed; and making sure that records of the Team's activities, including evaluative data, are being collected and maintained in whatever manner the members have agreed is appropriate. The individual also facilitates Team meetings so that they run smoothly and efficiently and so that the needs of the staff member(s) are addressed to the extent to which the Team is capable of addressing them. During the team meetings, this individual fosters the atmosphere of equality and the cooperative efforts of the Team with the participating staff member. As is true with the role of follow-up consultant, any member of the Team, with the exception of the administrative representative, can fill the role of Team facilitator. While not essential to the successful operation of the Team, the same person can fill the role of follow-up consultant and Team facilitator. If a school uses the role of Teacher Consultant, then this person would be a natural choice for both roles.

Accessibility of Service

While choice of meeting time (before, during, or after school) will vary depending upon the kind of arrangements for coverage of classes that can be made, the time of day the Team meets should be convenient for all staff. The Team should meet once a week so that the service is available as the needs arises, and the meeting time and location should be the same each week so that the staff can count on consistency. There should also be sufficient time at each meeting to take care of organizational details such as an update on activities and self-evaluation, but also to meet with a member of the staff. The Team should meet a minimum of an hour so that there is sufficient time available to address at least one and possibly two requests for support/consultation each week. Occasionally, in the school year, the requests for consultation may exceed the Team's ability to meet faculty's needs during the weekly sessions. When staff members have to wait three or four weeks to meet with the Team, they often begin to feel that the service is not readily available. Therefore, at these times, the Team's services should be expanded (temporarily lengthening the meeting time or the number of times the Team meets in a week) or supplemented (providing one-to-one consultation until the requesting staff member can meet with the Team).

If the Staff Support Team is going to be viewed by the faculty as offering a viable service and if it is to develop a self-supporting mode of operation, then the Team must have the following features: multidisciplinary membership with two general educators; administrative support; a regularly scheduled, weekly meeting of at least one hour at a time that is convenient to all staff; an atmosphere of equality at the meeting; and members of the Team who are competent to fill the roles of follow-up consultant and facilitator.

Summary

This paper has presented a description of a model of inservice training which is designed to meet the needs of school personnel who are carrying out the mandate of Public Law 94–142. The key element of the model is the creation of a multidisciplinary, building-based Staff Support Team which provides consultation to the staff members of a school. A rationale for the establishment of a building-based Teams, a description of their concept and function, and an analysis of features critical to their successful functioning have been delineated. The experiences of implementing the Staff Support Team concept of inservice training and the data gathered throughout the last two and a half years of the project provide ample evidence that the training model offers a mechanism to support educators who are faced with demands for changes in attitudes, practices, and role relationships and to enable them to respond effectively to their new responsibilities.

ASSISTANCE TEAM MODELS

Model Has Objective Effectiveness Data and Is Ready For Replication

Teacher Assistance Teams

A Model For Within-Building Problem Solvin

By James C. Chalfant and
Margaret Van Dusen Pysh

UCSON, Ariz.—The Teacher Assistance eam (TAT) is a system for within-building blem-solving by and for regular classroom chers. It is based on the belief that, if they k together in a problem-solving process, achers can develop the skills and know- dge to teach many students with learning and avior problems.

he system is designed to provide prompt, cessible support to teachers. Teachers fer students with problems to a team of three cted teachers within the building. The team the referring teacher jointly engage in a uctured process of conceptualizing the prob- n, brainstorming solutions, and planning in- ventions. Parents, students, and other spe- lists participate in some cases. Follow- meetings are held to evaluate the student's ogress and to plan further intervention. hen appropriate, students are referred to cial education.

he model is quite cost-effective. It has been signed to minimize time and paperwork, and additional staff need to be hired. It has been own to be effective in a wide variety of school tricts, ranging from metropolitan to rural. o date, the Teacher Assistance Team model s been implemented in ten states and in four ovinces of Canada.

The original concept and teams were es- lished with the guidance and support of enneth Crowell, former Superintendent, and bert Moultrie, former Pupil Personnel Dir- tor, in District 108, Highland Park, Illinois. e model was further developed and eval- ted in Arizona, Nebraska, and Illinois from 78 to 1980 under a grant from the Office Special Education's Division of Personnel eparation. The full final report from that oject is available from the developer. The ults are summarized below as four claims of program, i.e., Teacher Assistance Teams:

1. Help teachers to establish successful ograms for students with learning and be- vioral problems:

2. Provide support to teachers in main- eaming handicapped students;

3. Provide an efficient pre-referral screen- for special education services; and

4. Can be effectively replicated in school tricts with a variety of characteristics.

he first three claims are based on team ords of objectives attempted and achieved each student and on interviews with all erring teachers at the end of the school year. student's problems were deemed to have en resolved if a majority of objectives had en achieved and if the referring teacher was isfied that a successful program had been ablished and that no further help was needed.

Data gathered during the second year of the gram in 15 schools in Arizona, Nebraska, d Illinois demonstrated that TAT was suc- ful in suburban schools, in sparsely popu- ed rural areas, and in small cities. Of the 200 ldren staffed, the teams helped resolve the problems of 133 (67%). Of these 133, 103 were non-handicapped students, and 30 were mainstreamed handicapped students. All mainstreamed students referred to the teams were helped. Of the 67 students not helped within their own buildings, 54 were referred to special education and found to be eligible for special services. (There were no false referrals.) The teams were unable to resolve the problems of 13 students (7%).

These teams should not be confused with the building level pre-referral screening teams of multi-disciplinary teams composed of specialists, such as psychologists, social workers, guidance counselors, remedial reading teachers, and special education teachers. Teacher Assistance Teams differ in membership, rationale, and responsibilities. Composed of regular teachers, not specialists, teams' major responsibility is to assist regular classroom teachers in individualizing instruction to meet the needs of any child – normal, gifted, or handicapped – not simply to reduce referral rate (which TAT does) nor to satisfy state and federal regulations with respect to identification, screening, or diagnosis. The primary focus is on helping fellow teachers resolve problems in their classrooms.

Assumptions

This model is based on four assumptions: (a) regular education teachers have the skills and knowledge to help many students with learning and behavior problems; (b) teachers can resolve more problems working together than alone; (c) regular education should make every effort to resolve problems at the building level before referring a child to special education and labeling him handicapped; and (d) teachers learn best by doing; the best way to increase their skills is by helping them solve immediate problems in their classrooms.

Operating Procedures

Flexibility is one of the major strengths of the Teacher Assistance Team model. The staff of each building has the flexibility to develop operating procedures which are most compatible with the organizational structure, staff composition, and interpersonal dynamics of the group. Figure 1 portrays how the majority of the teams tend to function.

Teacher Referral. A teacher who is having difficulty teaching a child with learning or behavior problems submits a short summary of observations of the child. The summary consists of: (a) a description of the performance desired of the child; (b) a list of the student's strengths and weaknesses; (c) a description of what the teacher has already done to resolve the problem; and (d) any relevant background information and test results.

An analysis of the kinds and frequency of problems found among the 200 children who were referred to TAT by regular teachers at the 15 demonstration sites revealed 16 major problem areas (see Table 1). The children who were referred averaged nearly five problem areas per child. It should be noted that the kinds and frequency of problems brought to TAT's change over time. Initially, teachers seem to seek assistance with classroom management problems, such as work habits and inappropriate behaviors of children. As teachers become more proficient in coping with these problems, however, referrals begin to reflect a need for assistance in teaching academic skills. Requests for assistance in improving children's learning styles, thinking, reasoning, and memory seem to increase when teachers have gained confidence and have achieved success in teaching basic academic skills.

Reviews of Referrals. The team coordinator reviews the referring teacher's summary to ensure that it includes the necessary information. Team members are alerted and asked to read the referral, identify problem areas, study their interrelationship, and consider possible recommendations for the meeting. (Team members learn a simple graphic method of analyzing problems.) As much information as possible should be shared and reviewed before the meeting. This reduces the need for oral reviews and summaries and allows team members to devote meeting time to solving problems.

Requests for Specific Information. After reviewing the referral, it may be necessary for the coordinator to talk with the teacher to clarify certain statements on the referral or to obtain additional information.

Classroom Visit. It is sometimes helpful for one of the team members to visit the classroom and observe the child. In some instances, the principal can take over a team member's class for 15 to 20 minutes while he or she conducts the observation, or another teacher might take the observing teacher's class for a time. Having one of the team members observe may yield additional insights into the problem, as well as give the referring teacher an ally during the team meeting.

To date, the Teacher Assistant Team model has been implemented in ten states and in four provinces of Canada.

Problem-Solving Meeting: The TAT meeting lasts for 30 minutes and includes the following steps: (a) reach consensus about the nature of the problem; (b) negotiate one or two objectives with the referring teacher; objectives should be in terms of the behaviors the child should achieve; (c) brainstorm alternatives; (d) select the methods the referring teacher would like to try; the team defines the methods; (e) fix responsibility for carrying out the recommendations (who, what, when, where, why, how); and (f) establish a follow-up plan for continued support and evaluation.

Training is necessary for teachers to accomplish all six stages of the meeting in 30 minutes. By using good communication principles and applying group dynamics, most teams have no difficulty staying within the 30-minute time frame.

Recommendations. The end product of the TAT meeting should be: (a) specific recommendations for individualizing instruction for the child; (b) recommendations for informal assessment by the child's teacher or team member; or (c) referral for special help.

Time and Paperwork

Typically, teams meet once a week for one hour or twice a week for 30 minutes. During peak referral times, more time may be required. One team can usually serve 20 to 40 students during a year with continuing follow-up. Each team member can expect to spend no more than a one-hour meeting and half hour in preparation each week. Duty on TAT should be in lieu of another duty, such as playground, bus, or lunchroom duty.

Paperwork is minimal. The referring teacher compiles the summary observation form, which takes about 15 minutes. An instructional recommendation form, including objectives, methods and evaluation, is completed during the meeting, with a carbon copy. No paperwork is done outside the meeting and no clerical support is required.

Data gathered in 15 schools in Arizona, Nebraska, and Illinois demonstrated that TAT was successful in suburban schools, in sparsely populated rural areas, and in small cities. Teacher Assistance Teams are based on the belief that regular teachers have the skills and knowledge to teach many students with learning and behavioral problems by working together in a problem-solving process.

TEACHER ASSISTANCE TEAMS - A MODEL FOR WITHIN-BUILDING PROBLEM SOLVING

Advantages of TAT

The Teacher Assistance Team model has advantages for regular teachers , administrators, special education, and students and parents.

For regular teachers, TAT provides support for individualizing instruction: increases teacher skill and comfort level in dealing with children who have special needs; makes possible immediate response to classroom needs; supplies 3-on-1 inservice; shares teacher competencies within the building; and generalizes interventions to other children in the class.

For administrators, TAT shifts staff concern to positive, constructive problem-solving; utilized staff members more effectively; improves staff communication and skill; saves time and money by reducing referrals to special education; and is cost-effective.

For special education, TAT provides an efficient pre-referral screening for special education services, thereby reducing inappropriate referrals; assists in providing support to mainstreamed handicapped students; and allows special education to focus its resources on the truly handicapped students.

For students and parents, TAT provides an alternative for slow learners and children not eligible for special education services; includes parents in planning before referral to special education; gives students immediate intervention; and gives students the opportunity to sit on the team and take responsibility for their own behavior.

Organizing Teams In Your School

The TAT model is ready for adaptation by interested school districts. It has been field tested and shown to be effective in a variety of school systems. The developers are prepared to support adopters with training, materials, and consultation.

The first step in organizing Teacher Assisting Teams within a school district is to acquire administrative support. This can be done in several ways. Trainers experienced in the program are available to conduct orientations, and printed materials are available which describe the program. An audio-visual orientation filmstrip will be available in January 1982. It is important that administrators understand the concept and agree with its underlying assumptions and goals. In addition, administrators should agree to a teacher orientation, a six-hour training session for team members and principals, and the necessary support to make the TAT concept work.

The second step is to hold an orientation for building-level staff to determine their interest in developing teams in their buildings. This orientation may last from 30 minutes to an hour and can be done by using an orientation module which has been prepared or the orientation filmstrip.

The third step is to schedule a six-hour workshop for the staff of those buildings which are interested in developing Teacher Assistance Teams. The training can be held for the staff of an entire building or for the principal and three elected regular teachers from each building. The training session can be scheduled during the school day or from 3:30 to 9:30 p.m. with time allowed for dinner.

The fourth step is to provide follow-up for teams during their initial development. An administrator should be given the overall responsibility for the success of the program. It is helpful to form a steering committee to assist the administrator in helping individual teams resolve their problems. This is particularly important during the developmental phase.

The fifth step is to evaluate the performance of each team. Each team leader completes a summary of the students served, the number of objectives attempted and achieved (whether the goals for each student and teacher were achieved or not), and the number of students referred to special education and placed or found to be ineligible. These kinds of data and information will provide an adequate first-year evaluation.

Finally, there is no direct cost for operation of the TAT model once it is established. There are some indirect costs in the time required of the coordinator and team members. The cost of training includes materials and the time and expenses of the trainers for initial training and possible for one or two days of follow-up. The TAT program saves considerable time and money by reducing the number of inappropriate referrals to special education, increases teachers' skills in the classroom, and meets the everyday needs of children who are having difficulty in school.

For further information, contact: JAMES CHALFANT, Professor, Department of Special Education, Education Building, University of Arizona, Tucson, Arizona 85721; (602) 626-3248; or MARGARET PYSH, Northern Suburban Special Education District, 760 Red Oak Lane, Highland Park, Illinois; (312) 831-5100.

Table 1
Reasons for Referral to TAT

Problems	Frequency
Work Habits	179
Classroom Behavior	116
Interpersonal Behavior	112
Reading	90
Attention	79
Printing and Writing	56
Expressive Language	46
Memory	44
Arithmetic	42
Spelling	37
Self-Concept	33
Emotional Problems	31
Receptive Language	26
Discrimination of Symbols	24
Physical Problems	22
Motor Performance	22
Speech	8
Reasoning	7

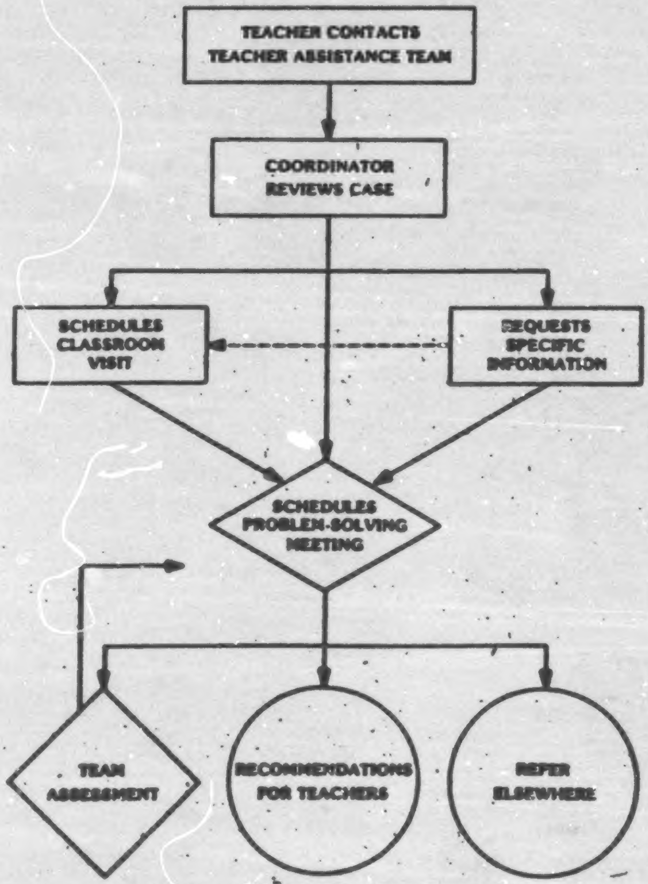
TEACHER CONTACTS TEACHER ASSISTANCE TEAM
COORDINATOR REVIEWS CASE
SCHEDULES CLASSROOM VISIT
REQUESTS SPECIFIC INFORMATION
SCHEDULES PROBLEM-SOLVING MEETING
TEAM ASSESSMENT
RECOMMENDATIONS FOR TEACHERS
REFER ELSEWHERE

Figure 1. The Teacher Assistance Team

Figure 1 is reprinted with permission from the Learning Disabilities Quarterly, Summer, 1979. Vol. 2.

This Project Is Producing Evidence of Effectiveness and Replicability

Inservice Facilitator Teams

A Program To Develop School-Based Planning Teams

by Charles MacArthur
and Mary Alice Wilson

NORTHAMPTON, Mass. – The Inservice Facilitator Team Program is designed to train and support teams of teachers and administrators in developing inservice programs for their own schools. It includes a training program to prepare the teams and a service delivery model to support the operation of the teams in the schools. The program was developed, beginning in 1976, by the Hampshire Educational Collaborative, with partial support from the Office of Special Education's Division of Personnel Preparation.

The Hampshire Educational Collaborative (HEC) is a consortium of small school districts in western Massachusetts, ranging in size from 5000 to 4000 students from kindergarten through grade 12. The Collaborative provides many services for the districts, such as operating special education classes for low-incidence populations, providing vocational education programs, developing new programs, applying for federal and state grants, and coordinating inservice training.

The purpose of the inservice program is to encourage professional growth for school staff with the ultimate goal of improving the educational experience of all students. Once a small program within HEC, the inservice component has grown to include inservice activity in the area of regular and special education, as well as projects in nutrition education, computer education, and energy education.

When the Collaborative initiated inservice training programs for its member districts, the staff decided to emphasize the training of teams to design their own programs, rather than planning workshops for the schools. The Collaborative does plan and run a limited number of cross-district courses that are of interest to teachers and administrators from all districts, but most inservice is now arranged by the inservice facilitator teams in each district.

The decision to rely on teams was due in part to practical concerns; it simply was not possible to respond directly to all of the inservice requests. This practical consideration has increased in importance since 1976, as the demand for inservice education has increased, partly in response to federal and state mandates concerning integration of handicapped students. A more important consideration, however, was the belief that locally initiated programs would be more relevant and better accepted by teachers and would have a greater chance of producing change. In other words, adults learn best when they are involved in and responsible for planning their own learning.

In addition, locally designed inservice programs are more apt to be integrated with other district programs and supported by administrators. New curricula and policies adopted by a school system can be dealt with as part of the inservice plan, thereby increasing opportunities for input from teachers, students, and the community. When inservice is related to local goals and concerns, it is likely to receive more active support from administrators. The importance of administrative support has been demonstra-

"Quality Practices in Inservice Education," a report produced by the National Inservice Network (1980), supports the principles on which the HEC Inservice Program was founded. The report concludes that inservice programs should "...be integrated into and supported by the organization within which they function,...and designed to result in programs which are collaborative,...needs-based,..accessible,..and responsive to changing needs." The importance of evaluation is also underscored.

Inservice Facilitator Teams

Inservice facilitator teams average six to eight members and include administrators, regular and special education teachers, elementary and secondary teachers, and other support staff. Membership is voluntary, and active recruiting is often needed to build a balanced team representing all major categories of staff. Participation by administrators is crucial. In the small districts of the Hampshire Educational Collaborative, each district has a single team. If the model were adopted by a large district, a team could be formed in a large high school or among a group of smaller elementary schools.

Teams meet monthly to plan inservice programs for their districts. Each team conducts needs assessments, sets overall goals, and plans and evaluates programs. Team members conduct some workshops and arrange instructors for others. To aid in locating resources, a file of materials and instructors is maintained and shared among teams. The teams also expend considerable effort on maintaining political support with administrators and the school board.

Team members are not paid, but do receive incentives such as professional recognition, released time for training and planning, friendship and support, and access to the power structure. Districts with more generous budgets might offer stipends of some sort. In any case, the program is cost-effective.

To operate effectively, the inservice facilitator teams need a network to provide continued training, support, and communication. This network is directed by an Advisory Council and a full-time inservice coordinator. The Advisory Council, composed of representatives from all teams, meets monthly to promote communication among teams and to advise the coordinator on all aspects of training and support. The current coordinator, Mary Alice Wilson, has directed the program since its inception. She was involved in developing the team concept and training the original teams. Training of new teams and new members of existing teams is now planned and conducted by a group composed of the coordinator and previously trained team members. The coordinator also arranges for continued training of team members. Once a year, all members participate in a full-day workshop to develop additional skills, solve common problems, and share experiences.

Besides supervising the training of teams, the coordinator meets regularly with each team to assist in planning programs, identifying resources, and maintaining support. To help locate resources for workshops and courses, the coordinator maintains a central computerized file of materials, training modules, and names of people with expertise in various areas. This resource file meets a pressing need, since teams lack the time and connections to develop extensive files of their own. Any resources that teams develop or locate are added to the central file.

The inservice program is currently preparing a booklet on how to establish a resource file by use of a microcomputer. The booklet will provide detailed procedures, including a computer program. The system was developed for cataloging inservice resources; however, it is applicable to any small file of resources or information that must be retrievable under several categories.

As the inservice program grew, the staff became aware of a need for better communication about inservice activities. To meet this need, the coordinator supervises the publication of a monthly newsletter, called INSIDE INSERVICE, on the activities of the teams, the Advisory Council, and the staff of the Collaborative. The newsletter lists inservice offerings planned by the teams, cross-district courses run by the Collaborative, and educational opportunities at local colleges and universities. Now in its third year, INSIDE INSERVICE is successful and growing (from 300 copies in 1978 to 900 in 1981). Recognizing the value of a newsletter to small organizations and the difficulty of starting one, the inservice program has produced a booklet entitled "Producing a Small Nonprofit Newsletter," which details step-by-step procedures for producing an inexpensive yet attractive newsletter.

Locally designed inservice programs are more apt to be integrated with other district programs and supported by administrators.

COUNTERPOINT
NOV. 1981

A prospectus is available that describes the Inservice Facilitator Team model in more detail and responds to specific concerns of potential adopters. The prospectus outlines the essential elements of the program, minimum standards for its replication, and the materials and consultation available to support others in adopting or adapting the model.

Training Of Teams

Initial training of new teams (and new members of existing teams) is planned and conducted by a team comprised of the inservice coordinator and team members previously trained. Training is based on the following eight competencies; team members are expected to be able to:

1. Analyze the forces contributing to or impeding the development of an inservice program in the school system and to set goals for the team.
2. Conduct a needs assessment using a variety of procedures and data sources.
3. Locate and use resources appropriate to the needs.
4. Develop and maintain communication within the team.
5. Develop and maintain communication between the team and the school staff.
6. Plan, conduct, and evaluate workshops.
7. Develop and maintain political support.
8. Articulate the philosophy underlying a successful inservice program.

Training requires three or four days, spaced two to four weeks apart to allow for application of the concepts learned. Several teams are trained together. The content varies according to the needs and strengths of the participants. Specific skills of participants are utilized in the training.

The manual, "Helping Teachers Become Inservice Facilitators," is divided into eight sections corresponding to the eight competencies. Appropriate activities are selected from the numerous suggestions in the manual.

A typical sequence for four days of training follows:

Day 1: Each day is organized with some team activities (so that the team can get to know each other and learn team communication techniques) and with some cross-team activities (so that participants can begin to build cross-district networks). In addition to team building, participants learn about force field analysis and apply it to the problem of establishing inservice programs in their school districts. The other major topic covered is needs assessment. Homework for the first session includes drafting a plan for a multifaceted needs assessment.

Day 2: Participants continue team building activities and complete the force field analysis and the needs assessment plan. Techniques for locating resources and communicating with school staff are discussed. For homework, participants complete the needs assessment plan and draft a letter, announcement, or presentation to communicate with school staff about the inservice team.

Day 3. Plans for the needs assessments and communications with school staff are critiqued by the entire group. New material covers workshop techniques and inservice principles and philosophy. Homework consists of implementing the needs assessment and analyzing the results.

Day 4. The results of the needs assessments are interpreted. The final part of the training focuses on methods of gaining and maintain-

Evaluation

In the five years the program has been operating, inservice teams have been established in the majority of the districts belonging to the Hampshire Educational Collaborative. Evaluation has shown that the following results have been achieved:

1. Inservice planning teams have been established and have continued to function over several years, with the active participation of teachers and administrators. School systems have provided teams with financial support, given teams responsibility for the vast majority of inservice activities, and in other ways integrated teams into their organizations.
2. Inservice activities planned by the team have been rated highly by teachers for quality and relevance to teachers' needs. All activities are evaluated by participants, and the results are currently being aggregated by the inservice coordinator.
3. Administrators support and value the work of the teams. Administrators participate on all teams and their support has been critical to success. The results of a phone survey of all superintendents are being analyzed by the inservice coordinator.
4. Team members believe that the initial training was important to their success. Members have participated in training additional teams and have contributed time to the support network. A phone survey of members is being conducted to determine which aspects of the training were most useful.

Replication

In response to national needs for inservice education programs that are cost-effective and responsive to local concerns, the Hampshire Educational Collaborative is preparing its practices for replication. The model can be used to meet the inservice needs of a consortium of small districts like HEC or a single large school district. The Hampshire Educational Collaborative, in cooperation with Dissemin/Action, has prepared a prospectus that describes the model in more detail and responds to specific concerns of potential adopters. The prospectus outlines the essential elements of the program, minimum standards for replication, and the materials and consultation available to support others in adopting or adapting the model.

REFERENCE

National Inservice Network. Quality Practices in Inservice Education. Bloomington, Indiana, NIN Task Force on Quality Practices, 1980.

CHARLES MacARTHUR is Associate Director of the Dissemin/Action project, 3705 South George Mason Drive, Fall Church, Virginia 22041; (703) 931-4420; **MARY ALICE WILSON** is Inservice Director at the Hampshire Educational Collaborative, 58 Pleasant Street, Northampton, Massachusetts 01060; (413) 586-4590.

WRITE TO THIS ADDRESS FOR A COPY OF THE PROSPECTUS ON THE INSERVICE FACILITATOR TEAM MODEL.

To operate effectively, the inservice facilitator teams need a network to provide continued training, support, and communication

The Assistance Team Inservice Model Succeeds In Wake County, North Carolina

By Fred J. Baars

RALEIGH, NC — The training of personnel responsible for providing instructional services to children with special needs is a necessary prerequisite to assuring all children a free, appropriate education. These personnel include special education teachers, regular education teachers, and individuals involved in providing related services to children with special needs.

Public Law 94-142 requires each state to implement a Comprehensive System of Personnel Development. As part of this effort, in 1978 the Wake County Public School System, in cooperation with the North Carolina Department of Public Instruction's Division for Exceptional Children, used EHA Part VI-D funds to develop a model program to address the personnel training needs within the local unit and, at the same time, to provide a support team at the school building level for all teachers responsible for providing services to students with special needs. This model, the Assistance Team, is described here as it was developed and as it is currently functioning. The model lends itself to replication and to the implementation of a local education agency's Comprehensive System of Personnel Development. The article will review the Assistance Team model, as well as the process used to train the Assistance Teams in Wake County's 80 schools.

The Model

The advantages of the Assistance Team model are its consistency and accessibility. Because each school has its own Assistance Team, a consistent assessment of building and individual teacher inservice needs can continue throughout the year. The team approach to planning inservice to meet assessed needs allows the school to develop a continuous inservice plan and to draw from all available sources, including the strengths of peers, local education agency services, state education agency services, institutions of higher education services, and other sources for training and technical assistance. Each Assistance Team meets regularly, according to individual school's needs, and provides an easily accessible support team for the entire school staff. The EHA Title VI-D grant made it possible to hire a staff development trainer whose role was to plan, coordinate, and implement the initial training of the teams in Wake County's schools.

The Assistance Team at each school is composed of 5 to 7 members of the faculty, representing the principal, regular education, special education, guidance, vocational education, speech, psychology, and other appropriate disciplines. Members of each team are selected by the building principal, whose leadership role is very important in assuring that the Assistance Team process fully meets its goals, which are defined in three areas:

1. To provide a systematic team approach to reviewing all potential referrals for full evaluation so that existing assessment capabilities are utilized appropriately for high-need students;
2. To provide a system of support to classroom teachers serving exceptional students, as well as potentially exceptional students, by offering direct technical assistance and making available inservice training as appropriate; and
3. To develop a system of needs assessment at the building level to assure that resources for inservice training are directed toward high priority needs of both general and special education teachers and related service personnel who serve exceptional students. These needs may be addressed by: (a) school-based inservice by Assistance Teams, (b) inservice for Assistance Team members; (c) identifying and securing additional sources for inservice from the local education agency, the state education agency, and other state agencies, community agencies, and institutions of higher education.

The Assistance Teams are responsible for two functions in each school. Their first function is to review all initial referrals on students experiencing difficulties in school. The team meets on a regular basis, usually two to four times per month as determined by the school's needs. Several schools have developed a written form to be completed by the referring teacher concerning the student's classroom performance, behavioral observations, academic levels, knowledge of previous evaluations, and so on. The team reviews all information presented and makes recommendations, including one or more of the following: (a) collect additional observational data by having a team member observe the student; (b) make recommendations about classroom modifications or additional teaching strategies and techniques to be implemented with the student; (c) make the recommendation not to refer to psychological services for a full formal evaluation; (d) make the recommendation to complete the Referral for Psychological Services evaluation and have the parent sign permission for the testing that is requested; (e) identify related service personnel who may be potentially involved with the student and arrange for them to be available to the school placement committee for the development of the Individual Educational Program. Each Assistance Team maintains a record of students reviewed and the recommendations made for that student. The teams' second function is to provide and/or secure inservice training and technical assistance for teachers on either a group or an individual basis.

The Process: Initial Training of Team Members

An advisory board was established for the project. Members included a representative from each of the following areas: Wake County Association of Classroom Teachers, consultant for special programs, director of special programs, director of vocational education, consultant from research and development, consultant from vocational rehabilitation services, a secondary principal, an elementary principal, an elementary special education teacher, a secondary regular education teacher, coordinator of psychological services, coordinator of guidance services, and a parent. It was the function of the advisory board to meet on a regular basis to plan, coordinate, and evaluate, with the training specialist, the provision of training to the Assistance Teams and the identification of resources for technical assistance.

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It was recommended by the advisory board that personnel from 20 schools be trained each semester over a two-year period, in order to provide all 80 schools with appropriate initial training of teams and sufficient on-site training at the building level to ensure successful implementation. Schools were identified to participate in each training session, and the principal of each school met individually with the training specialist to review a "Principal's Packet" containing: (a) an overview of the Assistance Team concept; (b) an outline of specific Assistance Team functions and goals; (c) an overview of the goals for the initial training sessions; (d) a time line for scheduled training activities; (e) instructions about identifying and selecting the members of the Assistance Team to include 5 to 7 persons from the various disciplines mentioned earlier. Principals were encouraged to serve as chairpersons of Assistance Teams.

The initial training session was conducted over a two-day period. For general information and introductory activities, the teams from all 20 schools met together. For the more specific skill-building activities, the group participated in three rotating sessions. Training topics were as follows:

1. Overview of the Assistance Team concept: Goals, function, and roles;
2. Legislation and regulations governing programs for exceptional children;
3. Requirements for implementation of a full-service plan;
4. Implementing the least restrictive environment: Approaches to mainstreaming;
5. Referrals to the Assistance Team: Simulation and role-playing activities to identify and focus on the decision-making and procedural requirements of team members.
6. Needs assessment overview: The why's and how-to's;
7. Identification of sources for technical assistance, such as: the state education agency (including regional services); the local education agency; the Department of Human Resources; Developmental Evaluation Center; mental health agencies; Project Enlightenment; and institutions of higher education.

Following the initial training, the staff development trainer met with each Assistance Team at the school. Release time was provided for team members requiring substitutes. The purposes of this on-site training were to plan presentations and training for the total school faculty; to assess the needs of the faculty; to determine meeting times; to discuss referral load for the school; and to discuss any unique needs of the individual school. Upon completion of the presentation of the model to the faculty and compilation of the needs assessment data, each school develops an annual outline of proposed staff development objectives and activities. This staff development plan is submitted to the local education agency's Department of Research and Staff Development for approval.

Dissemination

The validation of the Assistance Team model as a viable support for classroom teachers is based on the success the model demonstrated during three years of field testing in Wake County. During the 1980-81 school year, the model will be disseminated to several additional local education agencies in North Carolina. A slide-tape presentation has been developed to assist them in the process of adapting or adopting the Assistance Team model. The Assistance Team model provides a strong link between professionals with identified inservice training needs and the resources available through both the local and state Comprehensive Systems of Personnel Development.

Fred Baars is Consultant, Staff Development, Division for Exceptional Children, North Carolina Department of Public Instruction, Raleigh, North Carolina 27611; (919) 733-6081. The Assistance Team's project was developed in cooperation with the Division of Exceptional Children, under the direction of Theodore R. Drain. A limited number of copies of the slide-tape presentation may be loaned; contact Dr. John A. Murphy, 601 Devereux Street, P.O. Box 28041, Raleigh, North Carolina 27611.

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THE CHANGE PROCESS

MAJOR FINDINGS FROM THE STUDY OF DISSEMINATION EFFORTS SUPPORTING SCHOOL IMPROVEMENT

1. School improvement programs supported by the U.S. Department of Education are delivering far-reaching and significant changes in conventional schools.

2. There is consensus among researchers and concurrence by practitioners about the critical ingredients of an effective improvement strategy. The facets of successful adoption and implementation identified in other major empirical studies are also operative in this study.

3. Forceful leadership is the factor that contributes most directly and surely to major, effective changes in classroom practice that become firmly incorporated into everyday routines.

4. New practices entailing a significant amount of change live or die by the amount of personal assistance they receive.

5. Concrete steps must be taken to ensure that successful new practices are incorporated into an improved routine. School personnel implementing a new practice who do not attend specifically to its institutionalization may realize only ephemeral results.

6. School building staff do not experience federal dissemination strategies as more or less intrusive than state or district strategies.

7. There are vast differences in the assumptions underlying the dissemination strategies of different federal programs, and consequent differences in their dissemination procedures and structures.

8. There is minimal coordination among federal programs, among offices within state agencies, and between federal and state agencies. This often results in much "reinvention of the wheel," duplication of effort, and failure to mount comprehsnive efforts with the potential of significant school improvement.

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SIXTEEN MYTHS OF SCHOOL IMPROVEMENT LAID LOW BY RESEARCH AND EXPERIENCE

by

David P. Crandall, Ed.D.

- Schools are not improving.
- Mandates are a negative force in school improvement.
- Information alone leads to improvement. That is, materials, research findings, or new ideas by themselves will lead to change.
- Small changes are safer and surer.
- Initial in-service at the start of a school improvement effort makes or breaks it.
- Principals are the key to school improvement.
- Young teachers offer the best targets for innovation.
- School people resist change.
- Teachers will reject innovations that they have not developed.
- Extended participatory planning prior to implementation is the surest path to school improvement.
- Classroom innovations do not lead to school-level changes and improvement.
- It is not possible to transfer an innovation from one site to another.
- Fidelity is a fantasy; mutual adaptation is inevitable and desirable.
- If new programs are successful, then the innovation will stick automatically.
- Capacity can be built through general strategies.
- We don't know how to mount change efforts.

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ASSISTANCE & SUPPORT FUNCTIONS FOR SCHOOL IMPROVEMENT

Creating awareness
Assessing current practice
Setting clear expectations
Establishing commitment
Developing game plans
Allocating resources
Providing materials
Arranging training
Conducting training
Attending training
Establishing a stable, organized school environment
Making schedule and organizational changes in school
Helping teachers plan implementation
Problem-solving and trouble-shooting
Providing follow-up training
Monitoring classrooms for use
Monitoring classrooms for fidelity
Evaluating implementation and ultimate outcomes
Planning for continuation
Securing ongoing institutional commitment and resources

Described in: D.P. Crandall et al. People, Policies, and Practices: Examining the Chain of School Improvement. Ten Volumes. Andover, MA: The NETWORK, Inc., 1982.

INSTITUTIONALIZATION

1. New staff training
2. Refresher/follow-up training
3. In curriculum plans
4. In written guidelines
5. Materials, supplies bought
6. New staff hired
7. Budget line item

INGREDIENTS FOR SUCCESSFUL CHANGE

1. A well-defined, "classroom-friendly", effective innovation.
2. Ample, appropriate help from a variety of actors
3. Clear direction from administrators
4. Balanced attention to all stages of the change process: initiation, implementation, and institutionalization.

Complementary Roles in Successful Change

PAT L. COX

School improvement doesn't happen by itself, but who makes it happen has been a topic of much investigation. In recent years researchers examining the whys and wherefores of school improvement have sought to identify the individuals critical to change in the classroom. Some have focused on the principal as the indispensable "instructional leader";[1] others have isolated the assister from outside the district as the change agent essential to a successful improvement effort;[2] still others have looked at teachers.[3]

From the Study of Dissemination Efforts Supporting School Improvement,[4] we have learned that all of these views are correct: principals, external assisters, and teachers are indeed important players in school change efforts. In addition, central office personnel—curriculum coordinators, program directors, and specialists—have emerged as significant actors in the process of change. In fact, central office staff may well be the linchpins of school improvement efforts, linking together the external assisters and the building level adminstrators and teachers. They appear to be the most appropriate local sources of assistance in actually using new practices.

In the implementation of new classroom practices, teachers, of course, are on the front line; they are most often the actual "users" of the new methods. Some simple innovations are very easy to install and have little impact beyond the individual teacher. Most innovations of any size, however, place demands that go beyond what individual teachers can or should have to deal with alone. This is where assistance and support from the principal, central office personnel, and outside helpers can make the difference between barely coping or abandoning the effort, and achieving real change.

This article describes how principals, external assisters, and central office staff each contribute to a change effort and the outcomes of their particular assistance. The image is one of a constellation or configuration of assisters working with teachers and students to adopt or develop, implement, and institutionalize a new practice.

Principals

"Because some of the students had been in a remedial reading program for five or six years and still couldn't read, I knew that we were failing. I decided this new practice sounded like a good approach, so I contacted its developer, who agreed to work with us. I asked the two teachers if they would mind going clear down to southern Illinois with me for training, and they were both willing. I think it's important that a principal go to these workshops to know what's really going on."—*Principal, elementary school, Illinois*

"He told his staff that the project was something to go with. He urged others to support it and pushed it."—*Comment about a principal*

"I know I had to do a lot of constant encouragement and positive reinforcement. . . . We would set our sights on improving one component of the new practice, and then another."—*Principal, elementary school, Michigan*

In the course of the study, we interviewed 144 principals. Of these, 110 had knowledge of the new practices being implemented in their buildings, while 34 were unfamiliar with them. Principals who were active in successful school improvement efforts made sure that:

- All instructional staff were aware that the successful implementation of the practice was a top priority
- The requisite materials were available
- Teachers had ready access to personnel within or outside the district who knew about and were experienced with the practice
- Teachers were given time to actually *use* the practice through help with classroom scheduling, and through facilitating schoolwide scheduling
- The schoolwide climate was conducive to continuous, systematic problem solving
- Teachers understood the expectation that *all* the components of the practice were to be implemented
- When all of the above were in place, teachers were allowed to figure out on their own how to meet the expectations
- Teachers, parents, and central administrators were working in a realistic time frame and did not feel pressured by premature evaluations. (Successful implementation of innovations that require major changes takes two or three years, and possibly longer).

One more note of interest: principals who gave help to teachers that was focused on the new practice contributed to *teacher or classroom outcomes* such as perceived benefits, mastery of the practice, and fidelity to the practice's key components. The actions listed above helped teachers change their instructional practice and master the new innovations. On the other hand, when principals focused on general schoolwide direction and leadership, *school-level outcomes* such as change in the school itself and, indirectly, institutionalization of the new practice were the result. Principals whose schools were orderly and had existing procedures for problem

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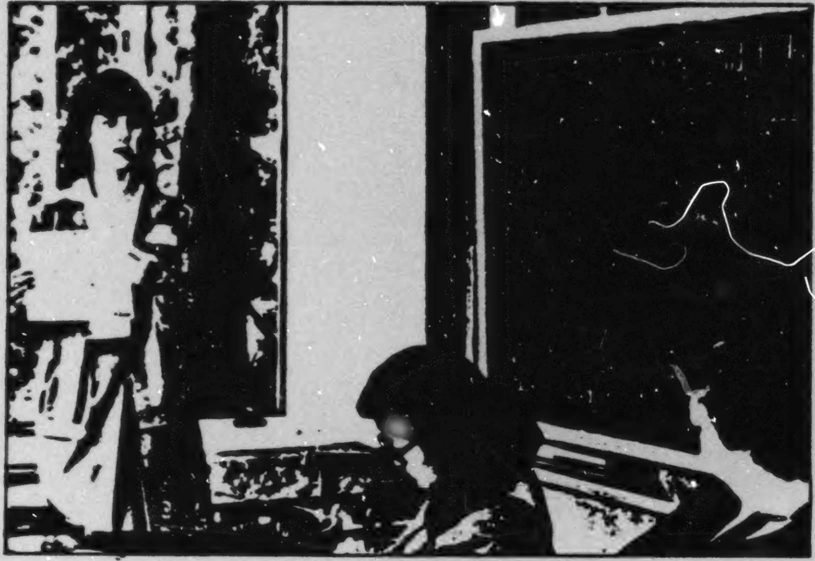
Assistance to teachers from people in a variety of positions contributes to school improvement.



Teachers receive inservice training for Project QUILL.

solving, decision making, and following through on plans were more likely to see organizational changes as a result of implementing new practices. Different principal behaviors, then, contribute in different ways to the success of improvement efforts.

Assisters from Outside the School District

"You assess what the school's needs are and you see if you have something that's going to meet those needs. You try to tailor what you've got to meet those needs."—*External consultant, Title IV-C project*

"She went into the classrooms, observed teachers, and put it in writing. She told us the things that needed to be improved."—*Comment about an external assister*

"My strategy was to provide these people with as much information as they could possibly get about a variety of programs. Once they narrowed the focus to a particular practice, they could use their common sense and professional judgment to make a decision about it. My only role was arranging experiences for them."—*State Facilitator, National Diffusion Network*

The innovations we studied were either exemplary practices of the National Diffusion Network (NDN) or state dissemination programs, locally developed projects funded by ESEA Title IV-C, or special education products developed with Office of Special Education funds and marketed through private publishers. We found very little use of the third category of innovations in schools. The products were purchased but, with few exceptions, eventually discarded. We concluded that in-person assistance is essential to getting new practices actively used and established in classrooms, given all the other pressures and constraints that are part of the daily routine.

The first two categories of innovations have helpers associated with them. The NDN and state-sponsored dissemination program fund demonstrator roles, which are most often held by the developers of the new practices, who are usually active or former practitioners themselves. The NDN has an additional funded position in the state facilitator: every state has at least one facilitator who helps schools assess needs and choose NDN practices appropriate for them. Many state-sponsored dissemination programs have similar facilitator positions.

The locally developed Title IV-C projects are just that: practices that are created in a local school district. Although technically "home-grown," many of these practices began as seeds or even seedlings elsewhere; several of our Title IV-C projects identified outside assisters who had worked with them—some of them extensively—on the development and implementation of their practices.

We interviewed 80 of these external assisters who had worked with 97 of the 146 local schools in the study sample. These individuals were identified by the school staff as having helped them in some way with the adoption or development and implementation of the new practices.

What did these outsiders do, and which of their actions contributed most to successful improvement efforts? External assisters gave the following types of help:

- Made school people aware of the existence of new practices
- Helped school people choose among a range of new practices, matching local needs with an appropriate resource
- Sometimes helped arrange funding for the new practice
- Worked with local administrators,

"Local facilitators contribute to more implementation outcomes than any other single group of assisters."

teachers, and school boards to develop commitment to the new practice and arrange for it to be installed

- Arranged and conducted training in how to do the new practice
- Worked with a local contact person on the new practice
- Provided materials for the new practice
- Worked through the details of the practice with teachers, planning implementation schedules and paying attention to the specifics of actually using the practice in the classroom
- Evaluated the new practice and analyzed data
- Provided follow-up help as implementation progressed
- Helped develop plans for continuation and institutionalization, for example, securing additional funds and developing new users at the school.

Of these activities, the most helpful for *teachers* were efforts to actually work through the specifics of using the practice in the classroom. This kind of assistance is very different from being passively trained in a workshop setting: the two are as different from one another as cooking a Chinese meal is from listening to a Chinese chef describe how to cook. Actually *performing* a new routine—getting all the right ingredients in the right sequence at the right time in one's own environment—is a major challenge for both cooks and teachers using a practice for the first time. (And cooks don't usually have 30 or more children to work with as they try out new recipes!)

While such assistance was invaluable, relatively few external assisters gave it to any extent. This makes sense because, given the number of schools with which they typically work, few outsiders can afford to spend the intensive time required to work with individual teachers in the classroom.

The external assisters' activities were especially helpful for organizational change and, indirectly, institutionalization at the *school level*. Indeed, their major contribution to school improvement appears to be preparing a congenial environment for the new practice (ensuring that resources, facilities, and so forth are in place), rather than assisting with the content of the new practice.

Given that external assisters' major contributions were at the school rather than at the individual teacher level, who then provided the practice-focused assistance, the working through of the nuts-and-bolts of the new innovation, that teachers need to successfully change their practice? We found that central office staff often filled this role for individual schools and teachers in their district.

Central Office Staff

"I'm the one who originally found out about the funding; that's my job—to instigate these things. Prior to getting funding I met with the two high school principals to make sure they were agreeable to the concept. There's no sense getting funds for something you'd have to fight to implement. After funding, we met with them again and located a facility to house the program in and got some ground rules set for how it would operate."—*Vocational curriculum director, Michigan*

"She was the motivator. In every district there are one or two people who become very excited about what they've heard, pursue that, and overcome whatever inertia exists."—*Comment about a central office staff person*

"I'm the curriculum director. Not only is it my professional obligation, but I feel a personal obligation to find any way we can to improve the effectiveness of our educational program. We're constantly searching for ways to do that."—*Curriculum director, Arizona*

When we asked personnel from schools in our sample to identify individuals who had assisted them, 78 persons outside the school building but within the district were nominated. A smattering of these were teachers from other schools in the district, but most were central office personnel: curriculum coordinators, program directors, and specialists. The 78 we interviewed worked with 65 schools in our sample, providing invaluable assistance, especially to teachers. These assisters, whom we call "local facilitators," did the following:

- Became familiar with the needs of students in individual schools in their district
- Located and helped select the new practices
- Knew the content of the new practice, its purpose, and the benefits that were to result from its use
- Helped arrange and conduct training in the new practice, working with external assisters
- Arranged funding and other support from the district or other sources
- Obtained endorsements for the new practice from the superintendent, school board, principal, and teachers
- Worked with teachers using the practice in the classroom, working out "bugs" and overcoming obstacles
- Assisted in evaluation
- Helped plan how to continue and institutionalize the new practice.

All the assistance given to teachers by local facilitators had positive effects. Their help contributed to more implementation outcomes than any other single group of assisters, having impact on the amount of change in teachers' practice, the level of mastery teachers achieved, the commitment teachers developed, and the benefits they perceived from using the practice. In fact, the

Teachers and administrators in Project QUILL discover the advantages of hardware and software.

major effects of local facilitators' assistance were at the *individual teacher level*—more so than at the school level.

In particular, we found that the more time local facilitators spent training or arranging for training and the more time they put into working with administrators (presumably to get their commitment to the practice and help develop building-level support systems for its use), the more sophisticated, skillful, and "tuned in" to students the teachers were with the students.

For teachers, many central office staff represent someone with curricular expertise who can help them with the content of a new practice. Because they know the content, these local facilitators can provide encouragement and incentives for doing it right, for not throwing out pieces that are not immediately understood or don't at first glance seem appropriate. And they have clout; they can provide resources, help convince principals, and generally smooth the way. Above all, from their positions in the central office, they can look outside the district in a way building personnel cannot, to scan for new ideas, tricks, and practices to meet the needs at home. They are the ones who bring outsiders in to help. In short, central office personnel can perform critical functions that make school improvement really work.

Configurations of Assistance

How do all these activities performed by three different kinds of assisters fit together, and with what effect?

- Each type of assistance and support is important. We ascertained, for example that local facilitators do not replace involved building administrators, and vice versa: of the 65 sites with local facilitators identified, all but 12 had involved principals as well. Clearly these were schools that received considerable help in their change efforts.
- External assisters' and local facilitators' efforts complement one another. We found that external helpers gave *less* assistance to schools in districts where there was a local facilitator, and conversely, that local facilitators gave *more* assistance to schools where an external assister was also helping. This suggests that local facilitators, in fact, perform many of the tasks that would be required of an external assister and that their efforts are enhanced by the presence of an external assister.
- Some local facilitators and some external assisters do work alone and achieve successful results. But those outsiders who work alone tend already to be familiar with the individual building and to work on the specifics of implementation directly with teachers. In general, those schools that had both local and external assisters working with them experienced much more change in teachers' practices—in some cases, twice as much—as schools that had only outsiders working with them.
- Assistance needs to continue throughout an implementation effort, especially for schools attempting major changes. Local facilitators and other assisters do not necessarily need to be involved forever in a new practice, but they do need to see that a practice and the participating teachers are fully supported.

Our findings suggest that school improvement efforts need support at two levels: assistance focused on the *content* of the new practice, directed at the teachers who are implementing the innovation; and assistance focused on the *context* of the new practice, aimed at securing the necessary approval, resources, facilities, and personnel to ensure continuation and institutionalization of the innovation. It is up to the constellation of assisters—central office staff, principals, and external helpers—to see that change efforts in schools receive such support. ☐

[1] See, for example, Ron Edmonds, "Effective Schools for the Urban Poor," *Educational Leadership* 36 (1979): 15–27; David Clark, L. Lotto, and M. McCarthy, "Factors Associated with Success in Urban Elementary Schools," *Phi Delta Kappan* (March 1980): 467–470; Michael Fullan, "School District and School Personnel in Knowledge Utilization," in *Improving Schools: Using What We Know*, ed. R. Lehming and M. Kane (Beverly Hills, Calif.: Sage, 1981).

[2] See, for instance, John Emrick and Susan Peterson, *A Synthesis of Findings Across Five Recent Studies in Educational Dissemination and Change* (San Francisco: Far West Laboratory, 1978); and Karen Seashore Louis and Sheila Rosenblum, *Linking R&D with Schools: A Program and Its Implications for Dissemination* (Washington, D.C.: National Institute of Education, 1981).

[3] An example is Paul Berman and Milbrey W. McLaughlin, *Federal Programs Supporting Education Change. Vol. VII: Factors Affecting Implementation and Continuation* (Santa Monica, Calif.: Rand Corporation, 1977).

[4] David P. Crandall and Associates, *People, Policies and Practices: Examining the Chain of School Improvement* (Andover, Mass.: The NETWORK, Inc., 1982).

TWO SCENARIOS OF SUCCESSFUL SCHOOL IMPROVEMENT EFFORTS(1)

Variables(1)	SCENARIO	
	enforcers	overreachers
NATURE OF INNOVATION	• well defined • "classroom friendly" • exemplary • challenging	• problem-solving focus • wide scope • poor fit to local conditions • supported by careerists
ALLOWABLE ADAPTION	• little	• high
KEY ACTORS	• building and central administrators • committed teachers • credible trainers, including peers	• administrators during early stages • teachers
LEADERSHIP	• establishing and communicating direction • applying pressure • enabling and empowering people • coordinating thinking and working	• responding to a problem • establishing processes • supporting efforts
STABILITY OF LEADERS	• high	• low
NATURE OF ASSISTANCE	• varied • sustained • ongoing	• high in peer assistance
ASSUMED MOTIVATION	• mastery of a challenging innovation	• the act of invention or the engagement in the process
OBSTACLES	• teacher-administrator friction	• environmental turbulence
OUTCOME	• high	• moderate to high

(1) Adapted from Huberman, M. School Improvement Strategies that Work, Educational Leadership, November, 1983.

TWO SCENARIOS OF LESS SUCCESSFUL SCHOOL IMPROVEMENT EFFORTS(1)

Variable(1)	SCENARIO	
	blunting/downsizing	indifference and discouragement
NATURE OF INNOVATION	● pilot program ● poor fit with local conditions	● poor quality
ALLOWABLE ADAPTION	● high	● high
LEADERSHIP	● Creating a demand ● laissez-faire	● opportunistic ● demanding
ASSUMED MOTIVATION	● solving a problem	● opportunism ● compliance
NATURE OF ASSISTANCE	● low	● low

(1)Adapted from Huberman, M. School Improvement Strategies that Work, *Educational Leadership*, November, 1983.

TEAM DEVELOPMENT

Stages of Team Development

I. Orientation

When a team meets for the first time, individual members may be asking questions like these:
- Why am I here?
- What does Inservice mean to me?
- Who are my team members?
- What are my expectations?
- What are others' expectations?
- Is Inservice worth my time?
- Do I want to spend time with these people?

These are legitimate questions that can be used in forming a common bond in building the team.[1]
(There are two activities in the Trainer's Manual for Orientation.)

II. Establishment of Norms

Since the group process model is a shared leadership or democratic model, the team will function best if certain ground rules are established and each team member assumes responsibility for implementing them.

Norms need to be established in the following areas:
- group responsibility for the functioning of the team
- responsiveness to other team members
- decision-making
- goals and expectations of the team
- commitment and participation

The Inservice team needs to decide for itself the norms it will establish. We have selected the Macroanalysis model because it deals with many of these norms in a manner consistent with our assumptions.[2]

Process

Techniques of democratic group process have evolved over the years to help groups achieve equal participation and control by all and to assure that groups are not dominated by a few individuals.

Process Roles[3]

Three specific roles have emerged: convener, facilitator, and assistant facilitator. The task of recording is the duty of the assistant facilitator, or it may be a separate role.

The convener is the person(s) who is responsible for calling the team together for the first meeting, taking ultimate responsibility for arranging time and place of meetings, and for facilitating the first few meetings.

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[1] These questions should be dealt with before proceeding to the next stage or else they will appear later; perhaps at the crucial point of making a commitment to the team.

[2] William Moyer and others, On Organizing Macroanalysis Seminars, Philadelphia, Philadelphia MacroAnalysis Collective, 1974, p. 10.

[3] Ibid.

The facilitator's task is to "chair" the meeting. This is primarily a job of facilitating group process. The facilitator should:

a) Get the meeting started on time, and suggest when it is appropriate to move on. This suggestion will usually be based on time limits, which the group has set for itself, for covering specific agenda items.
b) Be sensitive to the feelings of the group; expressions of emotion, types of questions being asked, and the general mood of the group may indicate that some variation in process is called for. (An important source of failure and frustration in a group is hidden agendas people may be holding back from the group, i.e., needs or wishes about things they wish would happen (or wouldn't happen) in the group, but which they aren't sharing with the group for any number of reasons; fear of ridicule, losing friendships, being considered conservative or too radical, etc. This can be coped with directly, by encouraging people to express where they are really at early in the first meeting, and pointing out the dangers of a persistent refusal to be really honest with the group.)
c) Carry out communication guidelines:
   1. Keep reports, discussions and brainstorming sessions within agreed time limits. Remind the group when they have strayed from the agenda, perhaps by asking them if they want to return to the agenda.
   2. Ask persons to paraphrase each other when communication is critical or when hearing seems not to be occurring.
   3. Help everyone share in discussions; keep discussions from being dominated by a few. Be sensitive to shy people trying to talk but being cut off or intimidated by more extroverted folk. It is often good to say part-way through a meeting, "I wonder if any of the people who haven't said anything yet have something they would like to share?", or words to that effect.
   4. Call for a few minutes of silence or suggest a short break when appropriate.

The assistant facilitator helps the facilitator tend to group process by:

a) Meeting with the facilitator before the meeting to plan the meeting.
b) Assuming some of the responsibilities of running the meeting, in particular, keeping track of time.
c) Being particularly aware of the group process during the meeting and making appropriate suggestions to the group.
d) Acting as "recorder" for the day.

Rotate Roles

The roles of facilitator and assistant facilitator should be filled by as many of the participants as is possible. These roles can be rotated at each meeting by having a "new" person volunteer to be assistant facilitator; this assistant moves on to become facilitator for the next session. (The "old" facilitator bows out.) Thus, at every session, a new person volunteers to be assistant facilitator for next time, and automatically becomes facilitator for the session after the next one. This gives each person the opportunity to acquire a feel for what it's like to have some special concern for the group process before taking on full responsibility.

Outline for a Typical Session [1]

A team meeting based on this model would include the following items in this order:

1) Excitement sharing	10 minutes
2) Agenda review	5 - 10 minutes
3) Choose the assistant facilitator for next time	1 minute
4) Reports and discussion	20 - 120 minutes
5) Evaluation of today's session	10 - 25 minutes
6) Plan next session	5 - 20 minutes

General Process Techniques

1. Excitement sharing. Each meeting begins with the facilitator saying something to the effect, "What is new and exciting in our lives since we last met?". Anyone who feels like it then briefly shares with the group any new and exciting experience, insight, feeling, etc. Some advantages of excitement sharing are: it helps start meetings on time since everyone does not have to be there to begin excitement sharing; since it is enjoyable, however, it encourages people to arrive on time; it helps participants to get to know each other better. Caution: One danger is that excitement sharing could go on for hours, therefore, don't go beyond an agreed upon time limit, say 10 minutes.

2. Agenda review. Near the beginning of every session, the agenda should be reviewed so that it can be changed to accommodate new ideas and different priorities. In particular, the facilitator and her/his assistant may have changed or developed the agenda that was planned at the end of the previous meeting. The agenda should be recorded on a flip chart in view of the whole group.

3. Choose the assistant facilitator for next meeting. This should be done near the beginning of the meeting so that s/he will be able to more closely observe the group process this meeting. (We don't have to choose a facilitator for next meeting because this meeting's assistant facilitator will assume that role at the next meeting.)

4. Time Limits. A major source of frustration in groups is a laissez-faire approach to the time allotted for items on the agenda. Since team members are busy people, they need to know that the meeting is moving and will be over in a predictable amount of time. Time may be allotted for socializing after the business is completed.

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[1] Ibid, p. 17

5. Evaluation of a Session. It is important to have an evaluation near the end of every meeting, not only to recognize the positive and exciting things you liked about the meeting so that you can repeat them next time, but even more importantly, to identify those things about the session which participants didn't like so that you can invent creative replacements for them for next meeting. The process of the group thinking about exciting ways to overcome negative aspects of the session can be a most rewarding time for the group. It is often helpful to brainstorm, for a few mintues, optional ways of overcoming a problem, and then try some of the more promising new ideas over the next several weeks.

During evaluation time, then, the group should brainstorm and/or talk about:

a) What was accomplished in today's session?

b) Positive and negative reactions to today's meeting. People who have negative reactions are encouraged to suggest a remedy which might be tried next time.

c) Suggestions for the next meeting which might help overcome concerns raised by negative reactions. Select out the most promising suggestions and agree on concrete proposals for future meetings. The details can be worked out by the facilitator and assistant facilitator before the next meeting.

6. Planning and preparation for next meeting. Set the agenda for next meeting. (What ground to cover and how.)

III. Coping with Conflict

A. Conflict can be seen as a natural result of the interaction of people with divergent values and opinions. From this viewpoint, conflict is an indicator that positive things are happening in the group: people are feeling free to express themselves, more than just a few members are sharing their opinions, and members are committed enough to the goals of the group to become activly involved. When viewed from this perspective, conflict is not something to be avoided or suppressed, but can be a positive force that results from good interpersonal interaction and can lead to high quality group work.

B. The Six Steps of Solving a Problem or Conflict from Effectiveness Training Assoc.[1]

Step I Defining the problem in terms of needs (not competing solutions)

Step II Generating possible solutions
Brainstorming is a process used to generate quickly from a group of people a large number of creative ideas or question on a given subject. The reporter should write all ideas down on a flip chart. There is no criticism of ideas by anyone. Consensus is not a goal of brainstorming. The process is intended to encourage people to draw on their own purely creative resources, rather than their critical-intellectual faculties.

Step III Evaluating and testing the various solutions

Step IV Deciding on a mutually acceptable solution

Step V Implementing the solution (WHO does WHAT by WHEN)

Step VI Evaluating the solution

C. Avoid starting out with solutions. Invariably, when a group has difficulty with Step III, Evaluation, or Step IV, Reaching Consensus on a Decision, the problem lies within Step I. Either the group has started out immediately with Generating Solutions ("Here's a good idea!...."), skipping Step I altogether (a surprisingly frequent happenstance), or the definition of the problem was simply not penetrating or accurate enough to generate creative solutions. When tempers flare at Step III or consensus looks impossible, the group may need to return to Step I and start the process over again.

When people's values are threatened, the conflict becomes personal. At these times the Four Step Strategy offered by Gene Stanford is a good model to use. See next page.

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[1] Thomas Gordon, T.E.T., pp. 227-234

Four Step Strategy -- Gene Stanford [1]

1. Use active listening to determine what the other person is thinking and feeling.
2. Convey to the other person that you understand and accept the feelings that are reflected in the person's statement.
3. Describe to the other person your own feelings, using an "I" instead of a "you" message.
4. Negotiate a no-loose solution to the conflict.

IV. Productivity

During this stage a definite sense of group identity and cohesiveness emerges and the group is most effective both in accomplishing its tasks and in meeting the emotional needs of its members. Individual team members feel accepted within the group, trust level is high, communication is open and spontaneous, common goals lead to creative work and play, and team members accept shared leadership and responsibility.

Three of the most common group problems are: 1) distrust and fear, 2) apathy and non-participation, 3) inadequate decision-making. These problems stem from the team's neglect of the emotional needs of its members.

If you team is struggling with any of these problems, refer to Gibb's Basic Concerns of Any Group, A Shared Leadership Model (MIT) and Effective Group Process, which follow, for guidelines.[2]

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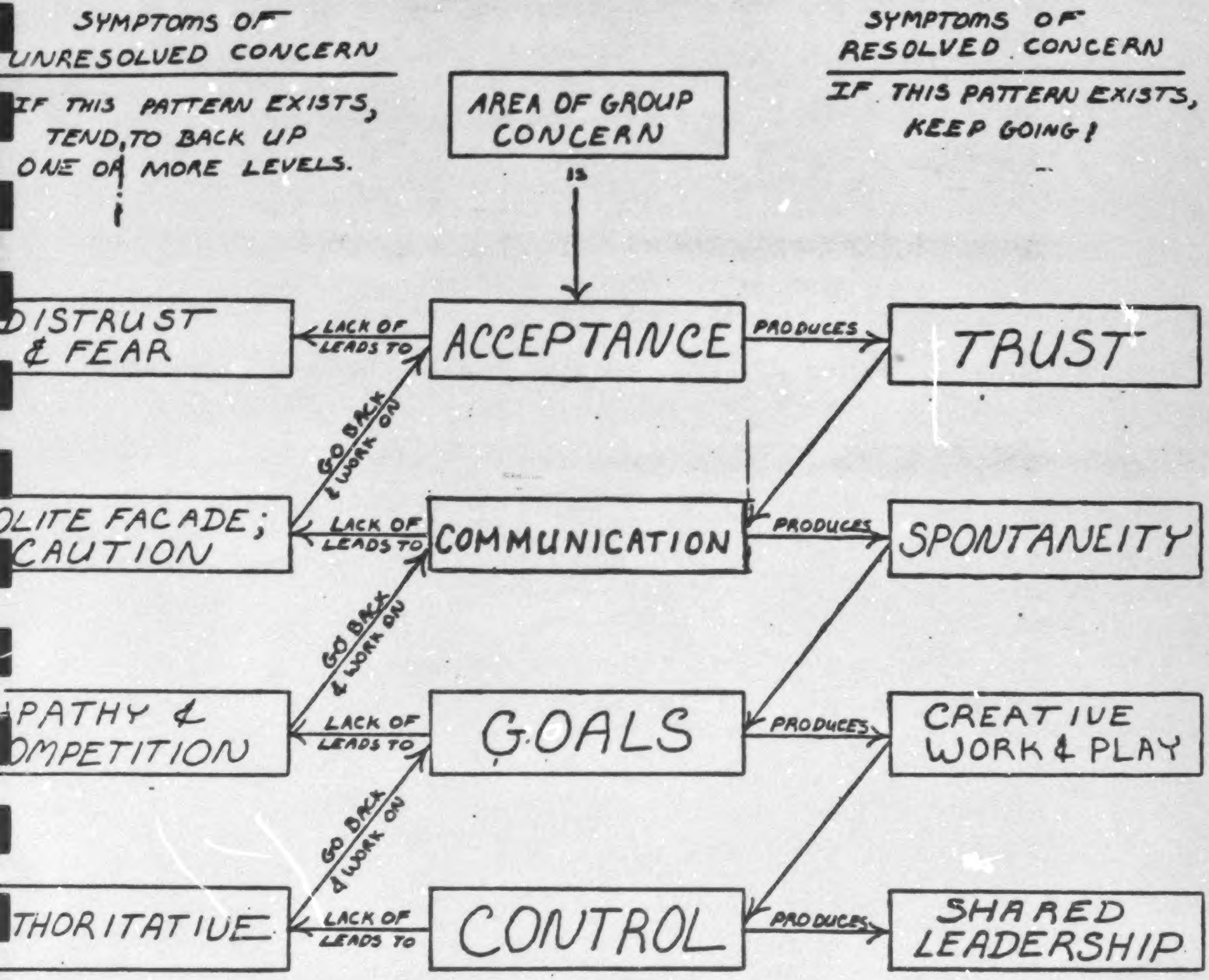
[1] Gene Stanford, Developing Effective Classroom Groups, p. 240.

[2] Charles and Morgan Camp, "Suggestions of Activities for Use by Trainer with the Gibb Model of Trust Formation."

BASIC CONCERNS OF ANY GROUP

(Trust Theory by Gibb)


SYMPTOMS OF
UNRESOLVED CONCERN
IF THIS PATTERN EXISTS, TEND TO BACK UP ONE OR MORE LEVELS.
AREA OF GROUP CONCERN
IS
SYMPTOMS OF
RESOLVED CONCERN
IF THIS PATTERN EXISTS, KEEP GOING!
DISTRUST & FEAR
LACK OF LEADS TO
ACCEPTANCE
PRODUCES
TRUST
GO BACK & WORK ON
OLITE FACADE; CAUTION
LACK OF LEADS TO
COMMUNICATION
PRODUCES
SPONTANEITY
GO BACK & WORK ON
PATHY & OMPETITION
LACK OF LEADS TO
GOALS
PRODUCES
CREATIVE WORK & PLAY
GO BACK & WORK ON
THORITATIVE
LACK OF LEADS TO
CONTROL
PRODUCES
SHARED LEADERSHIP

WHEN SYMPTOMS OF UNRESOLVED CONFLICT OCCUR (LEFT),
T IS PROBABLY NECESSARY TO WORK ON PREVIOUS AREAS.
I.E. IF THERE IS APATHY AND COMPETITION, BACK UP
AND WORK ON DATA FLOW OR ACCEPTANCE.)

SYMPTOMS OF RESOLVED CONFLICT TEND TO FOLLOW
ARROWS ON THE RIGHT, FROM ACCEPTANCE TO
TRUST TO DATA FLOW ETC.
]

Handed out at a workshop given by Joan Lindemann, Newport, R. I. 1976

EFFECTIVE GROUP PROCESS

M-------------------I-------------------T

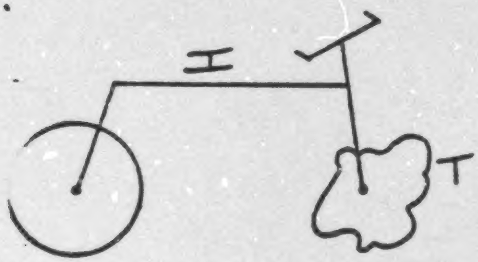
Every group that forms has an assigned or group-chosen task (T), which is its primary reason for being. A less obvious task is that of maintaining (M) the cohesiveness of the group while it goes about the accomplishing of its agenda (T). The key to success with the task is the resources of individuals in the group, and the key to success with group maintenance is attention to individual (I) relationships and individual needs of persons in the group, beginning with one's own feelings and needs.

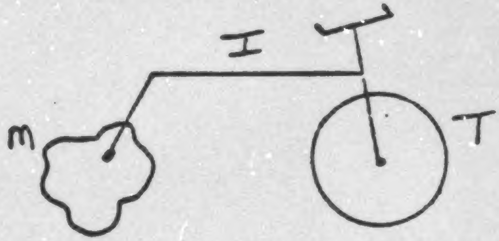
(T), then, would have to do with the agenda of the group, while (M) would have to do with the interrelations of members within the group, and then relationships between the group and an individual member. There is frequently tension and conflict between the thrust towards completion of (T) and the thrust towards (M). Obviously, all three (M --- I --- T) are closely interrelated in any group. They are separated here only in order to talk about them.

Effective group process results when both (T) and (M) are freely expressed, recognized and met by the members of the group.

It is like a bicycle:

If attention is paid only to the task (T), then one wheel is out of round.





But if attention is paid only to group maintenance (M), the other wheel is out of round.

And if no attention is being paid to the individual, particularly one's self (where am I right now? What am I feeling?) then it is hard to know if either (M) or (T) is happening effectively, or have any relationship to each other.

A
SHARED LEADERSHIP
MODEL
MIT

For an effective group process to occur, every member must pay attention to both T and M, and to the feelings and needs of individuals in the group, including one's self. Thus, every member shares in the leadership of the group, assuming different functions at different times to increase both the productivity (T) and the satisfaction level (M & I) of the group.

MAINTENANCE (group)

Encouraging

Compromising

Reconciling differences

Observing process

Consensus testing

Supporting

Including others
(Gate keeping)

Confronting

INDIVIDUAL NEEDS

What do I want from the group?

Do I feel included?

How much power and influence do I have?

Can I say what I really think?

Can I share how I feel?

Will the group care about me?

TASKS

Proposing tasks

Pointing out problems

Suggesting procedures

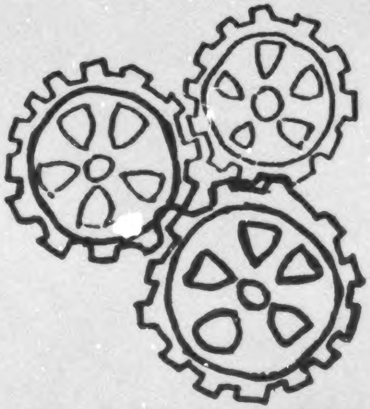
Offering facts

Expressing a position

Clarifying

Summerizing

Experimenting



For Increasing Your Skill in Working in a Group

GROUP PROCESS OBSERVATION CATEGORIES

Can you see examples of these as your group works together?

BEHAVIOR (TASK)

1. Has new ideas or suggestions
2. Asks for or gives information
3. Helps to explain better
4. Pulls ideas together
5. Finds out if group is ready to decide what to do

HELPING BEHAVIOR (MAINTAINANCE)

1. Helps people get together
2. Brings other people in
3. Shows interest and kindness
4. Is willing to change own ideas to help group
5. Tells others in good ways how they are behaving

TROUBLESOME BEHAVIOR (PERSONAL)

1. Attacks other people
2. Won't go along with other people's suggestions
3. Talks too much
4. Keeps people from discussing, because doesn't like arguments
5. Shows that he doesn't care about what's happening.

Team Development Scale by William G. Dyer

1. To what extent do I feel a real part of the team?

1	2	3	4	5
Completely a part all the time	A part most of the time	On the edge, sometimes in, sometimes out	Generally outside, except for one or two short periods	On the outside, not really a part of the team

2. How safe is it in this team to be at ease, relaxed, and myself?

1	2	3	4	5
I feel perfectly safe to be myself, they won't hold mistakes against me.	I feel most people would accept me if I were completely myself, but there are some I am not sure about.	Generally, you have to be careful what you say or do in this team.	I am quite fearful about being completely myself in this team.	A person would be a fool to be himself in this team.

3. To what extent do I feel "under wraps," that is, have private thoughts, unspoken reservations, or unexpressed feelings and opinions that I have not felt comfortable bringing out into the open?

1	2	3	4	5
Almost completely under wraps	Under wraps many times	Slightly more free and expressive than under wraps	Quite free and expressive much of the time	Almost completely free and expressive

4. How effective are we, in our team, in getting out and using the ideas, opinions, and information of all team members in making decisions?

1	2	3	4	5
We don't really encourage everyone to share their ideas, opinions, and information with the team in making decisions.	Only the ideas, opinions, and information of a few members are really known and used in making decisions.	Sometimes we hear the views of most members before making decisions and sometimes we disregard most members.	A few are sometimes hesitant about sharing their opinions, but we generally have good participation in making decisions.	Everyone feels his or her ideas, opinions, and information are given a fair hearing before decisions are made.

5. To what extent are the goals the team is working toward understood and to what extent do they have meaning for you?

1	2	3	4	5
I feel extremely good about goals of our team.	I feel fairly good, but some things are not too clear or meaningful.	A few things we are doing are clear and meaningful.	Much of the activity is not clear or meaningful to me.	I really do not understand or feel involved in the goals of the team.

6. How well does the team work at its tasks?

1	2	3	4	5
Coasts, loafs, makes no progress	Makes a little progress, most members loaf	Progress is slow, spurts of effective work	Above average in progress and pace of work	Works well, achieves definite progress

7. Our planning and the way we operate as a team is largely influenced by:

1	2	3	4	5
One or two team members	A clique	Shifts from one person or clique to another	Shared by most of the members, some left out	Shared by all members of the team

8. What is the level of responsibility for work in our team?

1	2	3	4	5
Each person assumes personal responsibility for getting work done.	A majority of the members assume responsibility for getting work done.	About half assume responsibility, about half do not.	Only a few assume responsibility for getting work done.	Nobody (except perhaps one) really assumes responsibility for getting work done.

9. How are differences or conflicts handled in our team?

1	2	3	4	5
Differences or conflicts are denied, suppressed, or avoided at all cost.	Differences or conflicts are recognized, but remain unresolved mostly.	Differences or conflicts are recognized and some attempts are made to work them through by some members, often outside the team meetings.	Differences and conflicts are recognized and some attempts are made to deal with them in our team.	Differences and conflicts are recognized and the team usually is working them through satisfactorily.

10. How do people relate to the team leader, chairman, or "boss"?

1	2	3	4	5
The leader dominates the team and people are often fearful or passive.	The leader tends to control the team, although people generally agree with the leader's direction.	There is some give and take between the leader and the team members.	Team members relate easily to the leader and usually are able to influence leader decisions.	Team members respect the leader, but they work together as a unified team with everyone participating and no one dominant.

Handed out by Pat Zigarmi, secretary National Staff Development Council,
206 Oakhill Drive, Oxford, Ohio 45056.

Table II

"Persuasive" (Authoritative) Action in Groups

The GROUP is concerned with:	YOU come at them with what they see as:	THEY respond with:
Acceptance (Membership)	Fear, distrust	Facade building, suspicion
Data-flow (Decision)	Strategy, facade	Circumvention, distortion
Goal (Productivity)	Manipulation, persuasion	Apathy, flight, cynicism
Control (Organization)	Control, bargaining	Dependency, hostility

Table III

Participative Action in Groups

The GROUP is concerned with:	YOU come at them with what they see as:	THEY respond with:
Acceptance (Membership	Confidence, trust	Trust, diversity, willingness to explore
Data-flow (Decision)	Openness, spontaneity	Feedback, exposure, consensus potential
Goal (Productivity)	Self-assessment, problem-solving	Ego strength, creativity
Control (Organizations)	Permissiveness Interdependence	Participation

From Camp, op cit.

ASSESSMENT/IMPLEMENTATION TOOLS

BUILDING-BASED SUPPORT TEAM

PROFILE SHEET

School District: ____________________ School Building: ____________________

Contact Person: ____________________ Contact Person: ____________________

I. District Demographics:

# of students _____

# of spec. ed. students _____

# of teachers _____

# of support personnel _____

Identify what kind ________________

____

____

____

____

____

Building Demographics:

# of students _____

# of spec. ed. students _____

# of teachers _____

# of support personnel _____

Identify what kind ________________

____

____

____

____

____

II. Other Community Resources:

Role of Parents: ____

____

____

Role of School Board: ____

____

____

Role of Outside Agencies: ____

____

____

Role of IHE:

Role of Advisory Boards:

Additional resources available to you:

III. Present Procedures:

1. Describe your referral process:

2. Describe the range of special education conditions/categories:

3. Describe current inservice training in special/regular education:

4. Describe current opportunities for planning, meeting and coordination among staff:

5. Describe communication patterns within and across buildings:

INSERVICE TRAINING WORKSHOP

SPECIAL EDUCATION/GENERAL EDUCATION COOPERATIVE PLAN

__________School

__________Principal

__________Assistant Principal

__________Regular Classroom Teacher

__________(Other)

The purpose of this assessment is to determine from the Assistance Team members their recommendations for inservice training based on individual needs, priorities, and desired competency within skills. Your objectivity and candid responses will play a large part in determining the inservice training program for next year.

INSTRUCTIONS

Please refer to each competency/skill in left-hand column and in responding to the column labelled "IMPORTANCE", indicate how important is it for you to possess this competency/skill in performing your job as a member of an Assistance Team.

Next, relate that same competency/skill with column two, labelled "LEVEL", and indicate your level of competence regarding that competence as it relates to performance as an Assistance Team member.

Finally, in responding to column three, labelled "INTEREST", if an inservice activity was designed focusing on this competency/skill, please indicate your interest level in participating in a professional development program.

Please follow these directions throughout the assessment. I appreciate your cooperation in making this a meaningful assessment.

Instrumental design by Bob Michaud, Director, Research and Development Services
Clerical assistance by Veronica B. Hargett

SPECIAL EDUCATION/GENERAL EDUCATION
COOPERATIVE PLAN

COMPENTENCY/SKILL	IMPORTANCE	LEVEL	INTEREST	DEFINITION
1. **TEAMWORK**				
a. Knowledge of the purpose of the Assistance Team and how it functions	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	**ASSISTANCE TEAM** A group of people charged with the following responsibilities: 1. Conduct building-level needs assessment. 2. Identify and acknowledge resources within building. 3. Develop strategies for building inservice plan. 4. Review existing referrals-prioritize and deactiviate when appropriate. 5. Review all initial referrals, collect additional data (if necessary), develop instructional strategies based upon the current data, and make individual decisions whether to refer for full assessment. 6. Provide technical assistance to other teachers in lieu of referral for assessment while waiting for assessment, or following assessment. 7. Provide periodic inservice based upon building level need.
b. Knowledge of and ability to play own role on Assistance Team.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
c. Knowledge of roles of others	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
d. Knowledge and skills in how to work together as a multidisciplinary team	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
e. Others	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	

SPECIAL EDUCATION/GENERAL EDUCATION
COOPERATIVE PLAN

COMPENTENCY/SKILL	IMPORTANCE	LEVEL	INTEREST	DEFINITION
2. IDENTIFICATION				
a. Knowledge of laws and regulations.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	PUBLIC LAW 94-142 The Education for All Handicapped Children Act, signed into law by President Ford on November 28, 1975, designed to assure that all handicapped children have available to them a free appropriate public education emphasizing special education and related services designed to meet their unique needs, to assure that children's and parents' rights are protected, to assist states and localities, and to assure effectiveness of efforts.
b. Knowledge of principal/teacher responsibilities and liabilities.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
c. Understanding of typical behavior patterns.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	BEHAVIOR MANAGEMENT Every teacher is faced with the task of classroom management of problem behavior. It is very unlikely that a teacher will be successful in remediating academic deficits if she/he is not skillful in the management of classroom behavior. B.F. Skinner and his associates say that "behavior modification refers to any systematic arrangement of environmental events which produces a specific change in observable behavior."
d. Knowledge about what behavior constitutes a problem.	high lo 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
e. Knowledge of impact of teaching situation on behavior.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	

COMPETENCY/SKILL	IMPORTANCE	LEVEL	INTEREST
IDENTIFICATION (continued)			
f. Knowledge of informal assessment procedures.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0
g. Ability to organize and understand the information at hand, including test data, behavioral observation and parental communication.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0
h. Knowledge of Total Service Plan of special education--what help is available, (the knowledge that admitting a problem does not reflect negatively on the teacher's competency).	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0
i. Ability to locate and become familiar with resources and teaching aids designed for special students.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0
j. Knowledge of teaching methods most effective with special students.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0
k. Other	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0

DEFINITION

ASSESSMENT

ASSESSMENT - Measurement or evaluation.

TOTAL SERVICE PLAN

TOTAL SERVICE PLAN, or that plan which describes long-term goals and strategies for both instruction and related services, and which recommends placement.

INDIVIDUAL EDUCATION PROGRAM (I.E.P.)

A written statement describing the educational objectives for and the services to be provided to each handicapped child.

SPECIAL EDUCATION/GENERAL EDUCATION
COOPERATIVE PLAN

COMPENTENCY/SKILL	IMPORTANCE	LEVEL	INTEREST	DEFINITION
PARENT PARTICIPATION				
a. Knowledge of group process skills to include parent in developing the IEP.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	**PARENT INVOLVEMENT** Keeps the parents informed of the instructional program and solicits parents' participation in planning, developing, or assisting in the instruction of their exceptional child.
b. Parent involvement in child's program and as a resource to school.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
c. Use of parents on advisory boards.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
d. Training parents to work with their child	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
e. Knowledge of parents' role and rights concerning the child's school program.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
f. Ability to communicate effectively with parents.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	**COMMUNICATING WITH PARENTS** Frequently meets with parents in groups or on an individual basis to discuss students' strengths and weaknesses and offers suggestions for their improvements.
g. Ability to organize and coordinate groups.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	

SPECIAL EDUCATION/GENERAL EDUCATION COOPERATIVE PLAN

COMPENTENCY/SKILL	IMPORTANCE	LEVEL	INTEREST	DEFINITION
PARENT PARTICIPATION (continued)				
h. Ability to mediate when differences arise between home and school - RE: IEP contents, assessment results, placement, etc.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
i. Other	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
ASSESSMENT				
a. Reporting objective data to the assessment personnel.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	CHILD EVALUATION 1. The totality of information needed to make decisions about the child including information obtained from such sources as testing observation (formal and informal) work samples, autobiographical information, parental information, medical history, school records, interaction analysis, and daily data records. 2. Communicates and utilizes on-going evaluation techniques and identifi particular needs that their individual child might have.
b. Report child's strength and weaknesses in different learning situations.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
c. Knowledge of assessment process.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
d. Skills in explaining to parents the need for referral for full assessment.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
e. Other	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	

SPECIAL EDUCATION/GENERAL EDUCATION
COOPERATIVE PLAN

COMPENTENCY/SKILL	IMPORTANCE	LEVEL	INTEREST	DEFINITION
PLANNING AND PLACEMENT				
a. Providing comprehensive information about the child's functioning in a classroom situation.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	**PLACEMENT COMMITTEE** 1. A group of people charged with the following responsibilities: a. obtaining child evaluation information which is appropriate for use as a basis for decision-making about the child b. determining a child's eligibility need for special education services; c. developing an individual education program; d. recommending educational placement; e. monitoring and evaluating the continuing appropriateness of these decisions.
b. Knowledge of developing and writing meaningful goals and objectives.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
c. Understanding the role and functions of the placement committee.	high low 0 0 0 0	high low	high low 0 0 0 0	2. Works effectively with other Assistance Team members to develop an instructional program that meets the individual needs of the student
d. Skills in group process and team decision making	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
e. Knowledge of full range of services available.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
f. Other	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	

SPECIAL EDUCATION/GENERAL EDUCATION
COOPERATIVE PLAN

COMPENTENCY/SKILL	IMPORTANCE	LEVEL	INTEREST	DEFINITION
6. INSTRUCTION				
a. Skills in translating short-range objectives into meaningful instructional activities.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	**INDIVIDUAL EDUCATION PLAN (I.E.P.)** A written statement describing the educational objectives for and the services to be provided to each handicapped child including both instructio and related services required to meet the unique needs of the child derived from a careful evaluation of the child and his environment. The contents are to include: 1. A statement of annual goals. 2. A statement of short-term instructional objectives. 3. A statement of specific educationa services such as transportation, physical therapy, etc., and specia media and or materials. 4. A statement about the initiation date, and lengths of time for whic services will be provided. 5. A statement regarding the extent to which a child will participate in programs designed for non-handicapped children. 6. A system for evaluating the effectiveness of the I.E.P.
b. Skills in establishing sequencing objectives.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
c. Skills in effective classroom management.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
d. Knowledge and skills in use of materials -varying levels -varying media -instructional strategies	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
e. Skills in recording child's progress in achieving specific objectives and responding to instructional strategies.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
f. Skills in working with parents and in reporting progress.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
g. Other	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	

SPECIAL EDUCATION/GENERAL EDUCATION
COOPERATIVE PLAN

COMPENTENCY/SKILL	IMPORTANCE	LEVEL	INTEREST	DEFINITION
7. **INTERVENTION WITH CHILDREN WITH SPECIAL NEEDS**				
a. (Circle area(s) of Need)- Knowledge of early childhood (birth - 6 mental age) curriculum materials for developing: motor, perception, reasoning, language, social, emotional, and self-help skills.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	**CURRICULUM DEVELOPMENT** Effectively develops or adapts curriculum to meet objectives resultin in a well-planned sequence of instruction for the exceptional child.
b. Knowledge of academic curriculum programs: reading, math, etc.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
c. Knowledge of curriculum for functional daily living skills.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
d. Knowledge of pre-vocational and vocational curriculum programs.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
e. Knowledge of bi-lingual programs.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	
f. Adapting commercial curriculum programs to use with handicapped children.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	

COMPENTENCY/SKILL	IMPORTANCE	LEVEL	INTEREST	DEFINITION
7. INTERVENTION WITH CHILDREN WITH SPECIAL NEEDS (continued)				
g. Knowledge of affective curriculum.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	SELF-CONCEPT DEVELOPMENT Assists the student to understand and appreciate his own abilities. Established positive relationships with others.
h. Developing curriculum materials.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	CURRICULUM MATERIALS Makes effective use of materials supplied by the school and seeks other materials to enrich learning experiences. A variety of materials are provided that indicate processes for all exceptional students and includes all sensory approaches.
i. Individualized instruction	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	INDIVIDUALIZED INSTRUCTION Recognizes and deals with each student according to his individual needs, aptitudes and learning style.
j. Behavior management techniques	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	BEHAVIOR MANAGEMENT Techniques used to produce a specific change in observable behavior
k. Special teaching techniques such as cueing, prompting, fading	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	FADING - An instructional strategy in which the intensity or relevance of information is provided by the trainer. PROMPTING - An instructional strategy in which the trainer provides the learner with a cue or a clue as to what is correct.

COMPENTENCY/SKILL	IMPORTANCE	LEVEL	INTEREST	DEFINITION
INTERVENTION WITH CHILDREN WITH SPECIAL NEEDS (continued)				
l. Knowledge of how to arrange the environment to facilitate learning.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	**LEARNING ENVIRONMENT** Maintains an effective balance of freedom and security in the classroom and plans worthwhile learning experiences for students.
m. Use of aides, parents and volunteers to facilitate child learning.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	**SUPPORT PERSONNEL** Persons which are related to and may, or may not be a part of classroom instruction.
n. Ability to schedule school activities so that all children who need to participate in a particular activity are able to do so - i.e., resource room, adaptive P.E., and working around architectural barriers.	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	**SCHEDULING TIME & SPACE** Works cooperatively with students and total staff to schedule effective utilization of time and space.
o. Other	high low 0 0 0 0	high low 0 0 0 0	high low 0 0 0 0	

BUILDING-BASED SUPPORT TEAM
ADMINISTRATOR ACTION PLAN

STEPS/ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	INDICATORS OF SUCCESS/FAILURE

BUILDING-BASED SUPPORT TEAM
ADMINISTRATOR ACTION PLAN

STEPS/ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	INDICATORS OF SUCCESS/FAILURE

BUILDING-BASED SUPPORT TEAM
ADMINISTRATOR ACTION PLAN

STEPS/ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	INDICATORS OF SUCCESS/FAILURE

BUILDING-BASED SUPPORT TEAM
ADMINISTRATOR ACTION PLAN

STEPS/ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	INDICATORS OF SUCCESS/FAILURE

BUILDING-BASED SUPPORT TEAM
ADMINISTRATOR ACTION PLAN

STEPS/ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	INDICATORS OF SUCCESS/FAILURE

BUILDING-BASED SUPPORT TEAM
ADMINISTRATOR ACTION PLAN

STEPS/ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	INDICATORS OF SUCCESS/FAILURE

BUILDING-BASED SUPPORT TEAMS

STAFF TRAINING WORKSHOP

September 25-26, 1984

LaGue Inn
Berlin, Vermont

Building Based Support Teams
Sponsored by the Department of Education and The Network

Teacher Training
September 25 & 26, 1984
LaGue Inn, Montpelier, Vermont

AGENDA

September 25 - Tuesday - 9:00 - 4:00

Morning - Introduction
- Rationale for Teaming
- Roles and Functions of Teams
- Overview of TAT model
- Identification of Key Characteristics of Model
- Group Activity

Lunch - On your own

Afternoon - Group Activities - Team
- Skill building

6 p.m. - 8 p.m. - Dinner meeting - Informal Team Skill Building activities

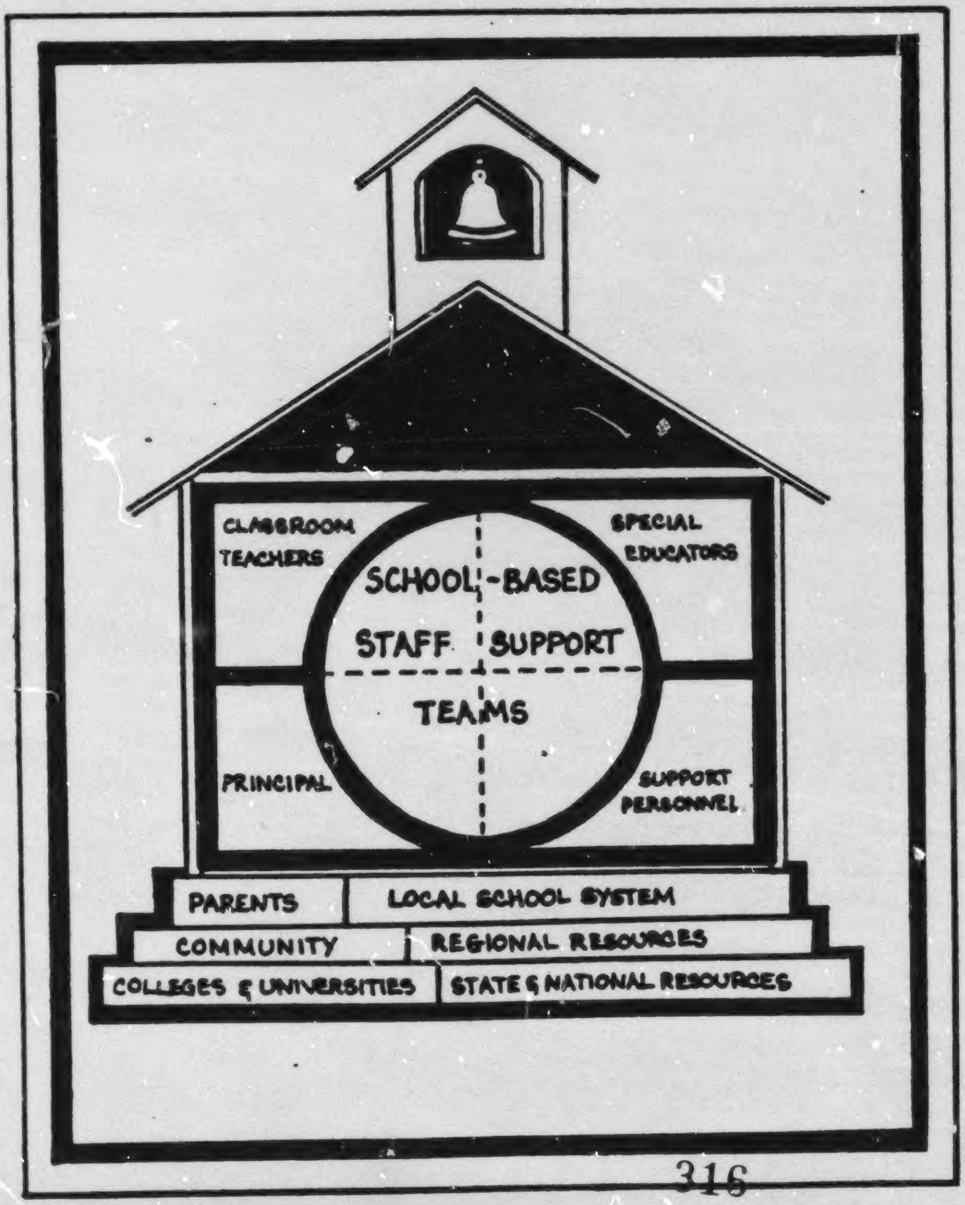
September 26 - Wednesday - 9:00 - 3:00

Morning - Continuation of activities related to Team Skill building activities

Lunch - On your own

Afternoon - Implementation
- back home

SCHOOL-BASED
STAFF SUPPORT TEAMS


CLASSROOM TEACHERS
SPECIAL EDUCATORS
SCHOOL-BASED STAFF SUPPORT TEAMS
PRINCIPAL
SUPPORT PERSONNEL
PARENTS
LOCAL SCHOOL SYSTEM
COMMUNITY
REGIONAL RESOURCES
COLLEGES & UNIVERSITIES
STATE & NATIONAL RESOURCES

A
BLUEPRINT
FOR
ACTION

TABLE OF CONTENTS

Section

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   - How is a Team Established? BEIGE
   - How Does It Evolve?
   - What is Necessary for Successful Team Operation?
   - Critical Variables of Staff Support Teams

2. ASSISTANCE TEAM MODELS
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3. TEAM DEVELOPMENT
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   - Team Development Inventory Scale
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4. THE ART OF FACILITATION
   - Facilitating Staff Communication
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   - Evaluation of Meetings

WHY BUILD A SCHOOL–BASED STAFF SUPPORT TEAM?

Expectation/Results

What can you expect to happen if a school-based, staff support team is established and "lovingly" maintained? Will individual needs of students be better met? Will there be a greater improvement in the instructional program? Will the staff be given better support, and will the building atmosphere be enhanced?

The answer to all these questions is yes.

Consider a building where the following can happen . . . .

Staff skills and effectiveness of services are increased

- A building problem solving model is developed
- Information is easily disseminated
- Personnel and services are better utilized
- Services are integrated, not departmentalized
- Staff collaboration is developed and embraced
- Staff communication and cohesion expands
- Inservice training is tailored to individual needs
- Teaching skills are easily upgraded
- Staff development is planned and frequently delivered by the recipients, and
- Needs assessment is ongoing and dynamic

And where . . . .

Individual needs of students are met

- Teachers have a clearer understanding of student potential
- "Mainstreaming" has a single practical definition
- Inappropriate, unnecessary referrals are eliminated
- Needed referrals are facilitated
- Students are appropriately placed and better adjusted
- Classroom programs are modified to meet individuals needs
- Positive parent involvement is facilitated
- Community support is increased, and
- Potential law suits are replaced by parent cooperation

And even where . . . .

Professional atmosphere is enhanced

- Crises normally faced by the principal are reduced
- A greater appreciation of the roles of others develops
- Peer support and encouragement are commonplace
- Morale is high because "someone cares"
- Coping mechanisms replace anxieties
- Job satisfaction improves
- "Burn out" is reduced, and
- The strengths of professionals, particularly class teachers, are recognized, emphasized, and built upon.

This is where you will find a school-based, staff support team in action.

HOW IS A SCHOOL-BASED STAFF SUPPORT TEAM ESTABLISHED?

Implementation

How do you establish school-based teams on a voluntary basis? What steps appear to be useful? What factors need to be addressed at each step of the implementation process?

The implementation of a staff support team will raise questions, anxieties, concerns which must be addressed if the team concept is to be accepted. Certain factors appear to be critical to this acceptance. They include: clearly evidenced administrative commitment and support; collaborative planning for implementation; continuous on-line support to individuals establishing the team; clarity of both goals and roles; and a receptive school staff. To attend to each of these factors a series of steps must be taken during the implementation process. This section of the monograph outlines these steps and the activities which need to be completed in order to successfully establish staff support teams in one or more schools.[4]

STEP 1: ENTRY

The appropriate team model is chosen; the system into which it is to be introduced is analyzed to determine appropriate introductory strategies; and the team concept and specific model are introduced to key decision-makers for initial approval.

I. Gather data to answer the following:

Models available

A. What models of school-based teams are available that have already been successfully implemented?

Characteristics of personnel and system

B. What are the characteristics of the system and personnel who might establish teams? What are the relevant formal and informal power structures? What helping role can the teacher association/union play? What are the contractual arrangements with organizations? With school districts?

Match

C. Which team model appears to be most appropriate to the needs of potential adopters?

D. What components of a staff support team are already in place in potential sites? How should these be taken into consideration? For example, can they be incorporated? Built upon?

Levels at which team concept likely to be implemented

E. At what level is the staff support team concept most likely to be initially adopted?[5] Building? System? Cooperative? State?

F. Who are the key decision-makers and, therefore, at what level should the appropriate model be introduced? Individual school building? School system? School district? Cooperative? State education agency?

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[4] For further elaboration on the implementation of one team concept see M. Horvath and L. Baker, *Instructional Support Teams: Their Initiation in Local School Buildings*, Appendix C.

[5] Even if the model of the staff support team is adopted by an entire district, cooperative, or state, the concept should be implemented on a small scale so that each team can be fashioned to meet the needs of a specific site. Successful implementation at these sites may then lead to system- or district-wide, cooperative or state-wide implementation.

Introduction of support team concept to key administrative decision-makers

2. Plan and conduct activities for key decision-makers to introduce them to the concept of staff support teams based on answers to the questions posed above and including the following:
   - A. Description of the model selected.
   - B. Analysis of benefits of having a staff support team in a school including any previous success data.
   - C. Analysis of staff support team components already in existence.
   - D. Analysis of what time, energy resources, etc., the establishment of a team will "cost".
   - E. Description of possible procedures for implementation of a team.

Initial administrative approval

3. If introduction of the team concept is from outside the system, secure permission. If introduction is from within the system, secure decision-maker(s) support to introduce team concept to staff from school(s) where teams might be implemented.

Introduce concept to school personnel who might implement team in their building

4. Plan and conduct activities to introduce the concept to school personnel who might adopt the staff support team approach.
   - A. Description of model.
   - B. Analysis of benefits of having a staff support team in a school including any previous success data.
   - C. Analysis of staff support team components already in existence.
   - D. Analysis of what time, energy resources, etc., the establishment of a team will "cost".
   - E. Description of possible procedures for implementation of a team.

STEP 2: ADOPTION

Approval and support for the establishment of one or more teams is secured from all appropriate persons and organizations in the system. Commitment to establish a team at a site is finalized from the school staff.

1. Secure indication of interest by key decision-makers at school system or building level.

Initial approval

2. Secure initial approval from key decision-makers to secure support for team implementation at one or more sites.
3. Secure support for establishment of team(s) from the following:
   - A. Building administrator to encourage acceptance and later facilitate the development of the team and its use by the staff. *Active* endorsement by principal is critical to successful implementation of teams.
   - B. As many members of building staff as possible, particularly the opinion leaders, in order to encourage initial acceptance.

Support at every level

   - C. Director of programs for students with special needs[a] to support the process and the efforts of a team to meet the needs of teachers and children, to encourage continuation of individual teams, to provide resources needed by a team and to provide linkage with other teams in the system.

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[a] This is particularly appropriate if there is more than one team in a school system.

D. Teacher association and unions—to encourage and facilitate staff participation in the teaming process.

Site selection
Final approval

4. Finalize approval and commitment from all appropriate levels of administration for team establishment at specific site(s).

STEP 3: FORMATION OF TEAM

The selection process for team members is determined and carried out.

Determination of selection process

1. Building administrator and staff[7] determine specific selection process[8] including:
   - A. Nature of representation[9] which, whenever possible, should include:
     1. Regular and special education teachers
     2. Building administrator or designee
     3. Someone from the field of guidance, psychology, social work
     4. Teachers who work with different age levels.
   - B. Degree to which membership is restricted.
   - C. Degree to which peer selection will be a part of the process.
   - D. Duration of membership: One year? Two years?

In depth introduction of team concept to staff

2. Introduce concept to entire building with activities that review or address:
   1. General purpose and goals of team
   2. Membership representation
   3. Selection process
   4. System policy and contractual arrangements which need to be considered.

Selection

3. Select team members.

STEP 4: TEAM PLANNING AND PREPARATION

Team members determine goals and operating procedures; assess their skills and secure needed training and technical assistance to form collaborative team; and promote school-wide use of team services.

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[7] While each decision has to have the support of the administrator, all staff who will be affected by the implementation of the team should be involved as much as possible in the planning process. The more they are involved in the planning, the more they will feel a part of, "own" and support the staff support team concept and implementation.

[8] An outside process observer consultant can provide invaluable help in the early stages of team development from the moment the determination of the selection process begins.

[9] Traditionally, parents have not been used in staff support teams. However, for a model that includes them see *Building Instructional Support Teams* in Appendix A. For further notes on the inclusion of parents, see Appendix D.

	1. Team members plan for implementation of team process.
Goals	A. Refine group goals.
	B. Determine operating procedures including:
	1. Format
	2. Leadership functions and responsibilities
Procedures	3. Frequency and duration of meetings
	4. Time and place of meeting
	5. Classroom coverage considerations, if needed
	6. Data collection and evaluation processes.
Needs assessment	C. Carry out needs assessment to determine immediate needs of team for technical assistance, resources, training.[10]
Incentives	D. Determine how incentives can be maximized and/or barriers removed for:
	1. Staff participating as team members
	2. Staff utilizing the team's services
Assistance	E. Secure assistance, resources, training needed as indicated by C and D–1 above.
Communication with staff	F. Communicate with staff about operating procedures including information relating to B and D–2 above.
Promote acceptance	2. Team members promote school-wide acceptance and use of team services.[11]

STEP 5: INFORMATION AND RESOURCE LINK–UP

Once goals and operating procedures have been determined, the team needs to develop a means of having access to and availing itself of the information and services from a multiplicity of people and organizations at the local, state and national level.

School resources	1. The team is linked to other ad hoc or permanent school committees or programs, such as the curriculum committee, the P.L. 94–142 Child Study team, PTA–PTO, etc.
Local resources	2. The team is linked to the local education agency resources, for example, teacher consultants, where the position is utilized and other teams, if they exist in the district, cooperative, or school corporation.
Regional resources	3. The team is linked through contact people to regional resources, colleges and universities, agencies, and consultants.

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[10] Few schools or small districts have the information and resources necessary to implement the staff support team approach on their own. Support for the process is available from multiple sources: state education agencies; colleges and universities, staff development programs; regional resource centers; school staff who have already successfully implemented teams. Therefore, some persons need to be available to provide content and process assistance to help a beginning team get underway as well as to provide on-time support as needed.

[11] Promoting acceptance of the team may be an ongoing process, particularly if it continually introduces techniques which require staff to change approaches or procedures.

State resources CSPD	4. The team is linked through contact people to the state education agency resources and the state's Comprehensive System for Personnel Development.
National resources	5. The team is linked to the information sources of national organizations such as National Inservice Network, National Association of State Departments of Special Education, Council for Exceptional Children, National Staff Development Council.

Implementation —

1. *Administrative support is essential to successful implementation of teams.*

2. *During the planning and preparation step, opinion leaders on the staff who are willing to try the support team approach should be encouraged to join the efforts as early as possible.*

3. *Whenever possible, staff who will be affected by the implementation of a team should be involved in the planning process.*

4. *If the staff support team concept is to be 'piloted', sites should be chosen on the basis of where the approach is most likely to be successful.*

ONCE A STAFF SUPPORT TEAM HAS BEEN ESTABLISHED, HOW DOES IT EVOLVE?

Stages of Development

Groups of people working together do not become a team in a day. Teams evolve and becoming a team takes time. Regardless of their size or composition, staff support teams go through certain stages of development. The length of each stage varies from team to team and may be as short as one meeting or may last for several months. The sequence of stages is the same for each, and while the specifics of each stage may vary from team to team, the overall nature of each stage is consistent across teams. During this process, some of the activities and feelings of team members may not appear to be productive. This is particularly true during the dissatisfaction stage when a sense of frustration and incompetence frequently emerges. However, working through each stage is a crucial part of the team's evolution if the end result is to be a fully functioning staff support team. A description of the five stages of team development[12] follows:

I. ORIENTATION STAGE

A. Members are somewhat eager and have positive expectations.

B. Members are concerned about and want to know

1. What the purpose of the staff support team is?
2. What will they have to do?
3. Who will lead?
4. If their efforts will be fruitful?

C. Members are dependent on the situation and whomever is leading.

D. Energy and time are focused on —

1. Defining the goal(s) and the task of a staff support team.
2. Devising at least an initial means for carrying out tasks, i.e. team process and procedures.
3. Determining what skills are needed on a staff support team, which of those skills members lack and need to develop, and how those skills might be learned.
4. Once determined, trying out and becoming accustomed to team process and procedures.

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[12] Adapted from R. Lacoursiere, *The Life Cycle of Groups*, (New York, 1980).

II. DISSATISFACTION STAGE [13]

- A. Members become somewhat frustrated.
  - 1. Positive expectations and reality of team work do not coincide.[14]
  - 2. Dependence on situation and whomever is leading becomes unsatisfying.
  - 3. Appropriate resources are not readily available.
  - 4. Some problems presented to team are not easily solved.
- B. Members may feel some anger towards whomever is leading, the goals and task of the team, and other members.
- C. Members may feel sad, discouraged.
  - 1. Feel they cannot do what they hoped.
  - 2. Feel incompetent.
- D. Energy and time are focused on:
  - 1. Redefining what their task is in 'achieveable' terms.
  - 2. Determining strategies for solving *long*-term problems.
  - 3. Determining how best to accomplish their task, including assessing any additional skills needed.
  - 4. Resolving their sense of frustration and incompetence.
  - 5. Redefining their expectations so that they are more compatible with what in reality is possible.

III. RESOLUTION STAGE

- A. Frustration is dissipating.
  - 1. Expectations and reality are more closely, if not completely, meshed.
  - 2. Skill in carrying out procedures and, therefore, in completing task is increased either by additional experiences with the process or specific training activities.
- B. Personal satisfaction is increasing.
  - 1. Process and procedures are being mastered.
  - 2. Self-esteem is heightened.
  - 3. Pleasure in accomplishing task (and getting positive feedback from staff through informal or formal monitoring process) outweigh earlier frustrations.
- C. Collaborative efforts are beginning to jell.

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[13] For further information on how to work through this stage as well as all other stages of development, see Johnson and Johnson, *Joining Together* and Miles, *Learning to Work in Groups* listed in the Bibliography. Of particular assistance in conflict resolution are Dyer, *Team Building* and Eisenberg and Delaney, *The Counseling Process*.

[14] It is rare to have initial expectations ever matched by reality.

IV. PRODUCTION STAGE

A. Members are once again eager to be part of the staff support team effort.
B. Individuals on the team feel greater autonomy.
C. Members are working well together.
  1. Leadership functions are shared.
  2. Sense of mutality (we sink or swim together) and interdependence has developed.
D. Energy and time are focused on meeting staff needs for support through on-the-spot and follow-up problem solving and consultation and long-term inservice training or staff development.

V. TERMINATION

A. Members may feel –
  1. Sense of sadness because the team is, at least for the time being, ending.
  2. Strong sense of accomplishment.
  3. Last minute urgency to tie-up loose ends.
  4. Regret, if feel they were not able to do everything planned.
B. Energy focused on –
  1. An evaluation of what has been accomplished–quantity and quality.
  2. What needs to be done to complete task for the time being.
  3. If appropriate, how to begin task anew the following school year and what changes if any should be made based on previous year's experience.

Stages of Development –

1. *Teams evolve and go through several stages of development.*

2. *A stage may last for one hour or one year, and there is no way to know ahead of time how long a particular stage will last.*

3. *Dissatisfaction is a natural part of the team process and should not be viewed as a sign that the team is ultimately failing, but rather that it is time for the members to take stock and review goals, processes and resources, rewards, outcomes.*

WHAT IS NECESSARY FOR SUCCESSFUL TEAM OPERATION?

Functioning

A functioning staff support team does not "happen" automatically. The fact that the decision is made and the commitment is there to form a team is not sufficient to guarantee its successful establishment, operation, and integration into the system. There are two areas which need to be addressed while establishing a team to insure its effective functioning. The members need to work together to develop both a collaborative team structure and a set of operating procedures, and, as a team with a particular method of operating, they must offer a viable service to the staff in the school. This section of the monograph outlines these two areas of development and what factors need to be considered in each if a staff support team is to function successfully.

> ***The staff support team members need to work collaboratively to develop both a team and a set of operating procedures.***

1. Clarity of mission
    - A. The team needs a philosophy that:
        1. Assures the creation of a team service that will meet the needs of staff and students.
        2. Defines the parameters for establishing goals.

    Clear goals

    - B. The team needs clearly defined goals:
        1. That are attainable.
        2. That minimize unrealistic expectations by team members and staff.
    - C. The team needs clearly defined authority—what it can and cannot do—so that

    Clear authority

        1. The team is not in conflict with existing authority.
        2. The team is not in an adversarial relationship with any other groups or individuals.
        3. The team will only make decisions on which it can effectively act or will refer individuals to other resources.
2. Collaborative team structure—mutuality.[15]
    - A. Members need to recognize and accept the fact that they are a team.
    - B. Members need to develop positive interdependence—mutuality—through:
        1. Resource interdependence, i.e. an appreciation that each member has skills, and talents that are needed by the team.

    Mutuality Interdependence

        2. Goal interdependence, i.e. that there is consensus, agreement about the goals.
        3. Reward interdependence, i.e. that team, not individual, effort is rewarded.

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15. Many people assume if you are part of a team you have skills to function that way. Few people have ever learned how to function in a cooperative. Those who have collaborative skills need to learn how to apply them in this particular situation. For an elaboration of the importance of cooperative interaction and its effects, see D. Johnson and R. Johnson, *The Key to Effective Inservice: Building Teacher-Teacher Collaboration*, listed in the Bibliography.

3. The members need to be competent in specific skills and knowledgeable in specific content area information.
   - A. The team members need skills in order to work together effectively and to maintain relationships on the team.

Collaborative skills

      1. Trust building: trusting and trustworthiness.
      2. Communication: sending and receiving.
      3. Leadership: task performance and maintenance of team.
      4. Conflict resolution.
      5. Evaluation: giving and receiving feedback.
   - B. The team members need knowledge and skills in order to achieve their task.

Knowledge in specific content areas

      1. Specific information (e.g., behavior change strategies, informal assessment techniques): the basis of the solutions they generate with staff.

Consultation skills

      2. Consultation: the process by which they share in problem solving with staff and learn how to use outside resources

Shared leadership function

      3. Shared leadership function.
         - a. One or more individuals are needed to get the team starte in the beginning.
         - b. One or more individuals are needed to insure that the tea continues toward personally satisfying and effective accomplishment of shared goals.[16]

4. A set of mechanics to initiate and maintain task functioning.
   - A. The team needs to determine operating procedures includin
      1. What is the best time (for members and staff) for meeting

Operating procedures

      2. How long should meetings be?
      3. What will the agenda be and how is it determined?
      4. How can the work be both productive and pleasant?
      5. Who will carry out which leadership functions?
      6. Who will do follow-up consultation?
   - B. The operating procedures need to be feasible and efficient.
      1. Meeting time and location need to be convenient to t members.
      2. Meetings should allow sufficient time to talk about organ tional details and meet with staff.
      3. Disincentives for participating on the team should be minished until they are far outweighed by incentives.

Clear agenda

   - C. Each meeting should have a clear agenda, preferrably kno ahead of time by the team and also by faculty so that any terested staff could participate with the approval of the te er(s) requesting service.

Rewards

5. A system of rewards.
   - A. The team members need jointly owned, tangible or intan rewards for participating on the team.
   - B. The rewards for participating need to be greater than the and energy required.

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[16] Ideally, a minimum of a one-day meeting should be held (preferably off-site and away from pressures of daily work) to initial orientation activities and training to help a new team get organized.

6. Monitoring mechanisms.
    A. The team needs to develop a dynamic assessment process to determine:
        1. Team needs for:
            a. Training
            b. Resources
            c. Technical assistance.
        2. Staff needs for:

Needs assessment

            a. On-the-spot consultation
            b. Long-term inservice training via seminars, discussions, workshops, etc.
    B. The team needs to maintain a short written record of its activities and decisions to allow for a periodic review and assessment of progress and to keep staff informed of its activities.
    C. The team needs to develop an objective, ongoing process (written or verbal) to determine how well it is functioning, how well it is meeting staff needs, and what it needs to do to be even more effective,[17] including:

Documentation

        1. How members are working together as a team?
        2. How effectively they are offering their service to staff?
    D. The team needs to determine who will be responsible for collecting the assessment and evaluation data.
7. An administrative support base for actual functioning of team.
    A. The team needs *active* support from the building administrator to work out issues and problems such as scheduling classroom coverage.

Administrative support

    B. The administrator needs to facilitate linkages with or access to other resources.
    C. The administrator needs to actively support the team's integration into the overall system.
    D. The administrator on the team should encourage other members' contributions and sense of accomplishment by allowing leadership functions to be shared among team members.
8. A superstructure support base if multiple teams are established in a district, cooperative, collaborative.
    A. The teams should have an individual or individuals either from within the system's administration or from outside the system to provide support by:
        1. Answering questions.
        2. Responding to issues and problems encountered.
        3. Monitoring progress.

Superstructure support base for multiple teams

    B. The team should have a mechanism for meeting together on a regular basis to:
        1. Share ideas and procedures that have proven successful.
        2. Discuss problems or issues that arise.

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[17] *For an elaboration of an evaluation plan of one team model, see S. Stokes Klein and P. Axelrod, Inservice Training for Educators of Children with Special Needs: Evaluation Considerations, Appendix E.*

The team must offer a viable service to staff.

1. Accessibility of service.
    - A. The team should meet regularly once a week so service is avail- as need arises.
    - B. The meetings should be at a time convenient for all staff.
    - C. The meetings should be of sufficient length in order to:
        1. Meet the needs of staff members requesting consultation at any given meeting.
        2. Prevent a backlog of concerns.

Accessible service

- D. The meeting time and location should be the same time each week so staff can count on consistency.
- E. The team needs to develop a system for responding to multiple, simultaneous requests for service, including a determination of:
    1. Who selects which requests are given top priority?
    2. On what basis is the selection made?
    3. How will requests be managed that, for temporary lack of time, cannot be met during regularly scheduled meetings?
- F. The staff needs to be made aware of when and where the team meets and how they can avail themselves of its services.
- G. If follow-up consultation is offered, individuals on the team need to be skilled at and be available to do follow-up consultation.
- H. If service is offered, the team needs to regularly review the status of that service.

2. Benefits of utilization of team.
    - A. The team needs to establish and maintain a good record of credibility and performance.

Beneficial service

1. The team must establish and maintain a high level of trustworthiness with staff.
    - a. Focus of meetings needs to be the problem or issue not the competence of the staff member requesting assistance.
    - b. The message conveyed should be, "This is a safe place to take a risk and bring your needs."
2. The team needs to establish and maintain a good record of meeting staff needs including following through until completion on any issue/problem addressed.

- B. The team members need to have good consulting and problem-solving skills in order to be able to utilize content area expertise effectively.

Multidisciplinary background and expertise

- C. The team needs to be able to meet a wide range of staff needs in specific content areas.
    1. Members need to have breath of background training and expertise particularly in education, special education, and psychology to address a wide variety of issues or problems.

Link with supplemental resources

2. There should be back-up resources available to supplement the expertise of teams, e.g., if a reading specialist is not on the team, one should be available to attend a meeting or consult with the team on a case specific or issue specific basis.

D. The sum total of the team efforts should create a service the benefits of which far outweigh any risks staff might feel when requesting service.

3. Administrative support of the value of the service.

A. The team needs *visible* support of the building administrator to lend credibility to its work with staff.

Administrative support

B. The team needs the support of the building administration to actively diminish the risks felt by staff members who bring needs to a team whose membership includes an administrator.

Functioning —

1. *Two areas need to be addressed:*
   - a. *The members need to develop a collaborative team structure and a set of operating procedures, and*
   - b. *the team needs to offer a viable service.*
2. *Administrative support for the service provided by the team as well as for its actual functioning is essential.*
3. *Leadership functions of getting work done and keeping the group in good working order must be taken care of, but can be done by one or more members of the team.*
4. *A new approach always takes more time initially but will eventually save time.*

STAFF SUPPORT TEAMS
Critical Variables

by

Shari Stokes and Penny Axelrod

The purpose of this paper is to describe a model for providing inservice training to educators mainstreaming children with special educational needs. The model was developed by the authors at Tufts University in association with the Education Collaborative of Greater Boston as part of a United States Office of Special Education funded training project[1] and has been implemented in seventeen elementary schools. The key element of the model is the creation of multidisciplinary, building-based Staff Support Team which provides inservice training, via consultation, to the staff members of a school. The paper includes a rationale for the establishment of building-based teams, a description of their concept and function, and an analysis of features which, based on experience, appear to be critical to their successful functioning.

Rationale for Staff Support Teams

The mandate of Public Law 94—142 has imposed a new reality on school personnel. Contrary to the prior practice of having children with special needs taken from the regular class teacher to be taught by specially trained people, a new approach has been mandated which requires that special needs children must receive an increasingly greater proportion of their education in regular classes. The regular class teachers must, therefore, have confidence in their ability to teach children with special educational needs. Many of these teachers also need to develop new strategies to accomodate a more heterogeneous group of children in the classroom.

In addition to changes in attitudes and practices which are imposed by the reality of Public Law 94—142, a change in the role relationships of school personnel must occur if the law is to be fully implemented. Whereas special educators, regular educators, and specialists once functioned, primarily, in separate domains, they are now being asked to share in the educating of children. They must work together and to do so must establish relationships in which each appreciates the other's role and the possibilities and constraints imposed upon each other.

Clearly some mechanism is needed to support educators who are faced with demands for changes in attitudes, practices, and role relationships and to enable them to respond effectively to their new responsibilities.

Staff Support Teams: The Concept

A method that has proved effective[2] in providing support to school staff is the establishment of a building-based Staff Support Team. This team is comprised of personnel from various professions, and its purpose is to provide a weekly forum for one or more faculty to discuss issues or topics in general or related to specific children and to receive consultation as well as follow-up assistance in serving children. By providing individualized support and assistance, this team can help regular class teachers feel more competent in working with a wider variety of children. The team can also provide a structure for specialists, regular educators, and special educators who are staff members to join together to plan cooperatively for the education of children, particularly those with special needs. Unlike many teams whose focus is children, the primary purpose of the building-based team described here is serving members of the staff. This distinction is emphasized by the name, Staff Support Team.

[1] The project is entitled "Inservice Training for Educators of Children with Special Needs."

[2] Kinne, Shari Stokes and Axelrod, Penny, *Inservice Education of Children with Special Needs: Evaluation Considerations.* Paper presented at Eastern Educational Research Association meeting, Norfolk, Virginia, March 5—8, 1980.

Staff Support Team Function

The Staff Support Team provides immediate crisis intervention, short-term assistance, or ongoing support to any member of the school staff who requests its services. For example, a teacher who is working with a child whose behavior is interfering with his learning and development could join with the Team to brainstorm possibilities for intervention. Another member of the staff could request the Team to help in making suggestions for and/or locating the sources of specialized instructional materials. The Staff Support Team could facilitate a series of discussions, throughout the school year, between a regular class teacher and other staff members to coordinate the multiplicity of special services provided to a child to ensure consistency and to avoid duplication of effort. To use Havelock's[3] (1973) descriptors, the Team's role can be that of catalyst, a solution giver, a process helper, and/or a resource linker.

Since the general function of the Team is staff support, the specific role will depend upon the needs of that school's staff, will vary from school to school and over the course of time. The question of role is addressed in the initial stages of the Team's formation and throughout its existence and so can readily evolve to meet the changing needs of staff.

Critical Features

Since the inception of the Inservice Training project in June, 1978, information has been collected on the implementation of the Staff Support Team model in urban and suburban settings, large and small school districts, and in elementary schools in which the number of classroom teachers totaled between ten and thirty-two. An analysis of the data indicates that the successful Team is visible, accessible, competent, non-intimidating, sanctioned by those in the power structure, and self-supporting. If a Staff Support Team is to be viewed by the school staff as offering a viable service and if the Team is to develop a self-supporting mode of operation, then the following features are critical.

Multidisciplinary Membership

Since many teachers fear that appearance at a Staff Support Team meeting suggests that their competence is open to question, utilization of the Team's services can be perceived as a high-risk situation. The composition of the Team is designed to minimize this risk factor and, in addition, to maximize the Team's ability to address the full range of needs expressed by a school staff. Included in the Team should be two regular class teachers and one of each of the following: building administrator, special education teacher, ancillary support professional such as the school psychologist, guidance counselor or social worker. The multidisciplinary membership creates a Team that can offer a broad range of perspectives, ideas, resources and thereby increases the likelihood that the Team can provide support and/or assistance to any member of the school staff. Moreover, the whole concept of joint planning and implementation of educational programs for children is fostered by the model provided by the Team. In addition, membership from each of the four areas of expertise provides specific benefits to the Team.

The presence of the regular education teachers on the Staff Support Team increases the likel hood that a regular class teacher who comes to the group will feel that it is an empathic body an helps to diminish the often reported feelings of incompetence that regular educators experienc when they discuss an issue or concern with specialists whose very titles suggest higher levels (expertise. The regular education members also offer a perspective on the feasibility of implemen ing a Team-generated idea in a regular classroom. Together with the individual from special ed cation, the regular education members offer curriculum and classroom management ideas a suggestions for modifications to address the frequent requests for consultation in those are

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[3] Havelock, Ronald G., *The Change Agent's Guide to Innovation in Education.* Englewood Cliffs, New Jersey: Educational T nology Publications, 1973.

Because experience has indicated that teachers frequently request consultation on issues which relate to a child's emotional development or adjustment in the classroom, the ancillary support professional on the Team must have the background to address these issues. Therefore, the support services represented on the Team should be psychology, guidance, or social work. Additional representatives from other fields, such as remedial reading, speech and language remediation, can be added to provide critical information to the Team whether by regular representation or on a case-specific basis.

The administrative representative offers a perspective on the feasibility of Team-generated ideas with respect to the school's or school district's fiscal and management policies and provides an initial administrative review of any idea which requires action at either the building or system level.

In summary, these five members (two regular educators, a building administrator, a special educator, and an ancillary support professional) constitute the core of the Staff Support Team. As was indicated above, members may be added with the following two cautionary reminders. First, the purpose of the Team is to support staff members who come, not to overwhelm them. The larger the number of Team members, the more likely the Team meeting will be perceived as a tribunal rather than a non-intimidating, empathic forum of staff members. Second, while the membership is multidisciplinary, a balance between regular educators and "others" needs to be maintained.

Administrative Support

The presence of an administrative representative, at least during the initial year of Team development, demonstrates institutional support for both the concept and the actual functioning of the group. Without this *visible* support, the success of the Team is severely hampered and may be totally curtailed. On the other hand, the Team should *not* be seen as an arm of the administrator, but rather as a process of support to which the administrator contributes in any manner possible.

Atmosphere of Equality

Each member must be able to contribute to the Team on an equal footing. No one member runs the Team or makes decisions for it. The Team is multidisciplinary; therefore, not every member can be expected to make the same contribution. If, however, the members are going to be able to act as a consulting body to the staff, every member must feel as though s/he has *equal* opportunity to contribute to the process and that his/her contribution is valued. The consulting process must directly enlist the expertise of the individual requesting assistance. In a sense the Team becomes composed of six people—the individual staff member requesting assistance plus the five regular Team members.

Role of the Follow-up Consultant

In addition to the weekly meetings, one of the important services offered by the Staff Support Team is follow-up consultation to the individual who presents an issue or concern. One individual on the Team must have major responsibility for providing the follow-up consultation service or ensuring that it is offered. With the exception of the administrator (whose power to evaluate makes him/her unsuitable) anyone on the Team who is particularly competent in classroom observation, remedial and behavior management strategies, and consultation with peers would be suitable for this role. This individual should also have credibility with other staff, be a positive, active member of the school building community, and have time available to carry out the consultation.

Role of the Team Facilitator

The member of the Team who assumes this role ensures that the Team functions smoothly and that the school's staff is aware of the full range of services it can provide. The responsibilitie of this role include: acting as the liaison between the school staff and the Team; carrying out the organizational maintenance tasks such as facilitating the contact procedure for those requesting service and the process by which the agenda is set; maintaining the schedule; contacting staff to indicate at which meeting their issue or concern will be addressed; and making sure that records of the Team's activities, including evaluative data, are being collected and maintained in whatever manner the members have agreed is appropriate. The individual also facilitates Team meetings so that they run smoothly and efficiently and so that the needs of the staff member(s) are addressed to the extent to which the Team is capable of addressing them. During the team meetings, this individual fosters the atmosphere of equality and the cooperative efforts of the Team with the participating staff member. As is true with the role of follow-up consultant, any member of the Team, with the exception of the administrative representative, can fill the role of Team facilitator. While not essential to the successful operation of the Team, the same person can fill the role of follow-up consultant and Team facilitator. If a school uses the role of Teacher Consultant, then this person would be a natural choice for both roles.

Accessibility of Service

While choice of meeting time (before, during, or after school) will vary depending upon the kind of arrangements for coverage of classes that can be made, the time of day the Team meets should be convenient for all staff. The Team should meet once a week so that the service is available as the needs arises, and the meeting time and location should be the same each week so that the staff can count on consistency. There should also be sufficient time at each meeting to take care of organizational details such as an update on activities and self-evaluation, but also to meet with a member of the staff. The Team should meet a minimum of an hour so that there is sufficient time available to address at least one and possibly two requests for support/consultation each week. Occasionally, in the school year, the requests for consultation may exceed the Team's ability to meet faculty's needs during the weekly sessions. When staff members have to wait three or four weeks to meet with the Team, they often begin to feel that the service is not readily available. Therefore, at these times, the Team's services should be expanded (temporarily lengthening the meeting time or the number of times the Team meets in a week) or supplemented (providing one-to-one consultation until the requesting staff member can meet with the Team).

If the Staff Support Team is going to be viewed by the faculty as offering a viable service and if it is to develop a self-supporting mode of operation, then the Team must have the following features: multidisciplinary membership with two general educators; administrative support; a regularly scheduled, weekly meeting of at least one hour at a time that is convenient to all staff; an atmosphere of equality at the meeting; and members of the Team who are competent to fill the roles of follow-up consultant and facilitator.

Summary

This paper has presented a description of a model of inservice training which is designed to meet the needs of school personnel who are carrying out the mandate of Public Law 94–142. The key element of the model is the creation of a multidisciplinary, building-based Staff Support Team which provides consultation to the staff members of a school. A rationale for the establishment of a building-based Teams, a description of their concept and function, and an analysis of features critical to their successful functioning have been delineated. The experiences of implementing the Staff Support Team concept of inservice training and the data gathered throughout the last two and a half years of the project provide ample evidence that the training model offers a mechanism to support educators who are faced with demands for changes in attitudes, practices, and role relationships and to enable them to respond effectively to their new responsibilities.

ASSISTANCE TEAM MODELS

Model Has Objective Effectiveness Data and Is Ready For Replication

Teacher Assistance Teams

A Model For Within-Building Problem Solvin

By James C. Chalfant and
Margaret Van Dusen Pysh

TUCSON, Ariz.—The Teacher Assistance eam (TAT) is a system for within-building blem-solving by and for regular classroom chers. It is based on the belief that, if they ork together in a problem-solving process, achers can develop the skills and knowdge to teach many students with learning and havior problems.

The system is designed to provide prompt, ccessible support to teachers. Teachers fer students with problems to a team of three ected teachers within the building. The team d the referring teacher jointly engage in a ructured process of conceptualizing the probm, brainstorming solutions, and planning inrventions. Parents, students, and other spealists participate in some cases. Followp meetings are held to evaluate the student's rogress and to plan further intervention. When appropriate, students are referred to pecial education.

The model is quite cost-effective. It has been esigned to minimize time and paperwork, and o additional staff need to be hired. It has been hown to be effective in a wide variety of school istricts, ranging from metropolitan to rural. o date, the Teacher Assistance Team model as been implemented in ten states and in four rovinces of Canada.

The original concept and teams were established with the guidance and support of enneth Crowell, former Superintendent, and obert Moultrie, former Pupil Personnel Director, in District 108, Highland Park, Illinois. he model was further developed and evaluated in Arizona, Nebraska, and Illinois from 978 to 1980 under a grant from the Office f Special Education's Division of Personnel reparation. The full final report from that roject is available from the developer. The esults are summarized below as four claims of e program, i.e., Teacher Assistance Teams:

1. Help teachers to establish successful rograms for students with learning and behavioral problems:
2. Provide support to teachers in mainstreaming handicapped students;
3. Provide an efficient pre-referral screening for special education services; and
4. Can be effectively replicated in school istricts with a variety of characteristics.

The first three claims are based on team ecords of objectives attempted and achieved r each student and on interviews with all eferring teachers at the end of the school year. A student's problems were deemed to have been resolved if a majority of objectives had been achieved and if the referring teacher was satisfied that a successful program had been established and that no further help was needed.

Data gathered during the second year of the program in 15 schools in Arizona, Nebraska, and Illinois demonstrated that TAT was successful in suburban schools, in sparsely populated rural areas, and in small cities. Of the 200 children staffed, the teams helped resolve the problems of 133 (67%). Of these 133, 103 were non-handicapped students, and 30 were mainstreamed handicapped students. All mainstreamed students referred to the teams were helped. Of the 67 students not helped within their own buildings, 54 were referred to special education and found to be eligible for special services. (There were no false referrals.) The teams were unable to resolve the problems of 13 students (7%).

These teams should not be confused with the building level pre-referral screening teams of multi-disciplinary teams composed of specialists, such as psychologists, social workers, guidance counselors, remedial reading teachers, and special education teachers. Teacher Assistance Teams differ in membership, rationale, and responsibilities. Composed of regular teachers, not specialists, teams' major responsibility is to assist regular classroom teachers in individualizing instruction to meet the needs of any child – normal, gifted, or handicapped – not simply to reduce referral rate (which TAT does) nor to satisfy state and federal regulations with respect to identification, screening, or diagnosis. The primary focus is on helping fellow teachers resolve problems in their classrooms.

Assumptions

This model is based on four assumptions: (a) regular education teachers have the skills and knowledge to help many students with learning and behavior problems; (b) teachers can resolve more problems working together than alone; (c) regular education should make every effort to resolve problems at the building level before referring a child to special education and labeling him handicapped; and (d) teachers learn best by doing; the best way to increase their skills is by helping them solve immediate problems in their classrooms.

Operating Procedures

Flexibility is one of the major strengths of the Teacher Assistance Team model. The staff of each building has the flexibility to develop operating procedures which are most compatible with the organizational structure, staff composition, and interpersonal dynamics of the group. Figure 1 portrays how the majority of the teams tend to function.

Teacher Referral. A teacher who is having difficulty teaching a child with learning or behavior problems submits a short summary of observations of the child. The summary consists of: (a) a description of the performance desired of the child; (b) a list of the student's strengths and weaknesses; (c) a description of what the teacher has already done to resolve the problem; and (d) any relevant background information and test results.

An analysis of the kinds and frequency of problems found among the 200 children who were referred to TAT by regular teachers at the 15 demonstration sites revealed 16 major problem areas (see Table 1). The children who were referred averaged nearly five problem areas per child. It should be noted that the kinds and frequency of problems brought to TAT's change over time. Initially, teachers seem to seek assistance with classroom management problems, such as work habits and inappropriate behaviors of children. As teachers become more proficient in coping with these problems, however, referrals begin to reflect a need for assistance in teaching academic skills. Requests for assistance in improving children's learning styles, thinking, reasoning, and memory seem to increase when teachers have gained confidence and have achieved success in teaching basic academic skills.

Reviews of Referrals. The team coordinator reviews the referring teacher's summary to ensure that it includes the necessary information. Team members are alerted and asked to read the referral, identify problem areas, study their interrelationship, and consider possible recommendations for the meeting. (Team members learn a simple graphic method of analyzing problems.) As much information as possible should be shared and reviewed before the meeting. This reduces the need for oral reviews and summaries and allows team members to devote meeting time to solving problems.

Requests for Specific Information. After reviewing the referral, it may be necessary for the coordinator to talk with the teacher to clarify certain statements on the referral or to obtain additional information.

Classroom Visit. It is sometimes helpful for one of the team members to visit the classroom and observe the child. In some instances, the principal can take over a team member's class for 15 to 20 minutes while he or she conducts the observation, or another teacher might take the observing teacher's class for a time. Having one of the team members observe may yield additional insights into the problem, as well as give the referring teacher an ally during the team meeting.

To date, the Teacher Assistant Team model has been implemented in ten states and in four provinces of Canada.

Problem-Solving Meeting: The TAT meeting lasts for 30 minutes and includes the following steps: (a) reach consensus about the nature of the problem; (b) negotiate one or two objectives with the referring teacher; objectives should be in terms of the behaviors the child should achieve; (c) brainstorm alternatives; (d) select the methods the referring teacher would like to try; the team defines the methods; (e) fix responsibility for carrying out the recommendations (who, what, when, where, why, how); and (f) establish a follow-up plan for continued support and evaluation.

Training is necessary for teachers to accomplish all six stages of the meeting in 30 minutes. By using good communication principles and applying group dynamics, most teams have no difficulty staying within the 30-minute time frame.

Recommendations. The end product of the TAT meeting should be: (a) specific recommendations for individualizing instruction for the child; (b) recommendations for informal assessment by the child's teacher or team member; or (c) referral for special help.

Time and Paperwork

Typically, teams meet once a week for one hour or twice a week for 30 minutes. During peak referral times, more time may be required. One team can usually serve 20 to 40 students during a year with continuing follow-up. Each team member can expect to spend no more than a one-hour meeting and half hour in preparation each week. Duty on TAT should be in lieu of another duty, such as playground, bus, or lunchroom duty.

Paperwork is minimal. The referring teacher compiles the summary observation form, which takes about 15 minutes. An instructional recommendation form, including objectives, methods and evaluation, is completed during the meeting, with a carbon copy. No paperwork is done outside the meeting and no clerical support is required.

Data gathered in 15 schools in Arizona, Nebraska, and Illinois demonstrated that TAT was successful in suburban schools, in sparsely populated rural areas, and in small cities.

Teacher Assistance Teams are based on the belief that regular teachers have the skills and knowledge to teach many students with learning and behavioral problems by working together in a problem-solving process.

TEACHER ASSISTANCE TEAMS - A MODEL FOR WITHIN-BUILDING PROBLEM SOLVING

Advantages of TAT

The Teacher Assistance Team model has advantages for regular teachers , administrators, special education, and students and parents.

For regular teachers, TAT provides support for individualizing instruction: increases teacher skill and comfort level in dealing with children who have special needs; makes possible immediate response to classroom needs; supplies 3-on-1 inservice; shares teacher competencies within the building; and generalizes interventions to other children in the class.

For administrators, TAT shifts staff concern to positive, constructive problem-solving; utilized staff members more effectively; improves staff communication and skill; saves time and money by reducing referrals to special education; and is cost-effective.

For special education, TAT provides an efficient pre-referral screening for special education services, thereby reducing inappropriate referrals; assists in providing support to mainstreamed handicapped students; and allows special education to focus its resources on the truly handicapped students.

For students and parents, TAT provides an alternative for slow learners and children not eligible for special education services; includes parents in planning before referral to special education; gives students immediate intervention; and gives students the opportunity to sit on the team and take responsibility for their own behavior.

Organizing Teams In Your School

The TAT model is ready for adaptation by interested school districts. It has been field tested and shown to be effective in a variety of school systems. The developers are prepared to support adopters with training, materials, and consultation.

The first step in organizing Teacher Assisting Teams within a school district is to acquire administrative support. This can be done in several ways. Trainers experienced in the program are available to conduct orientations, and printed materials are available which describe the program. An audio-visual orientation filmstrip will be available in January 1982. It is important that administrators understand the concept and agree with its underlying assumptions and goals. In addition, administrators should agree to a teacher orientation, a six-hour training session for team members and principals, and the necessary support to make the TAT concept work.

The second step is to hold an orientation for building-level staff to determine their interest in developing teams in their buildings. This orientation may last from 30 minutes to an hour and can be done by using an orienta-

The third step is to schedule a six-hour workshop for the staff of those buildings which are interested in developing Teacher Assistance Teams. The training can be held for the staff of an entire building or for the principal and three elected regular teachers from each building. The training session can be scheduled during the school day or from 3:30 to 9:30 p.m. with time allowed for dinner.

The fourth step is to provide follow-up for teams during their initial development. An administrator should be given the overall responsibility for the success of the program. It is helpful to form a steering committee to assist the administrator in helping individual teams resolve their problems. This is particularly important during the developmental phase.

The fifth step is to evaluate the performance of each team. Each team leade completes a summary of the students served the number of objectives attempted and achieve (whether the goals for each student an teacher were achieved or not), and the numbe of students referred to special educatio and placed or found to be ineligible. Thes kinds of data and information will provid an adequate first-year evaluation.

Finally, there is no direct cost for operatio of the TAT model once it is established. Ther are some indirect costs in the time required o the coordinator and team members. The cost o training includes materials and the time an expenses of the trainers for initial trainin and possible for one or two days of follow up. The TAT program saves considerabl time and money by reducing the number c inappropriate referrals to special educatio increases teachers' skills in the classroom, an meets the everyday needs of children who a having difficulty in school.

For further information, contact: JAME CHALFANT, Professor, Department c Special Education, Education Buildin; University of Arizona, Tucson, Arizor 85721; (602) 626-3248; or MARGARE PYSH, Northern Suburban Special Ed cation District, 760 Red Oak Lane, Hig land Park, Illinois; (312) 831-5100.

Table 1
Reasons for Referral to TAT

Problem	Frequency
Work Habits	179
Classroom Behavior	116
Interpersonal Behavior	112
Reading	80
Attention	78
Printing and Writing	56
Expressive Language	46
Memory	44
Arithmetic	42
Spelling	37
Self-Concept	33
Emotional Problems	31
Receptive Language	26
Discrimination of Symbols	24
Physical Problems	22
Motor Performance	22
Speech	8
Reasoning	7

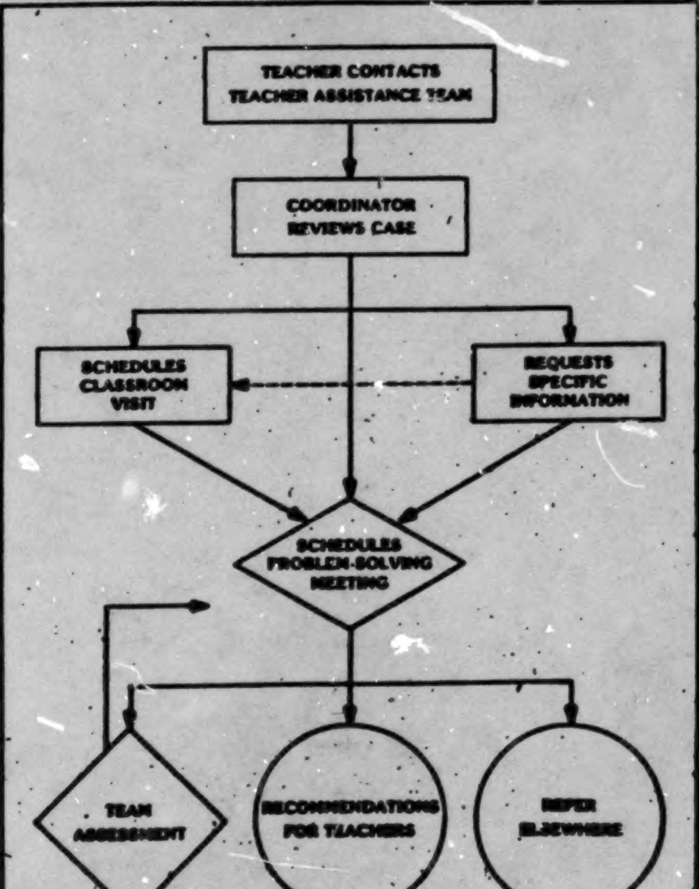
TEACHER CONTACTS
TEACHER ASSISTANCE TEAM
COORDINATOR
REVIEWS CASE
SCHEDULES
CLASSROOM
VISIT
REQUESTS
SPECIFIC
INFORMATION
SCHEDULES
PROBLEM-SOLVING
MEETING
TEAM
ASSESSMENT
RECOMMENDATIONS
FOR TEACHERS
REFER
ELSEWHERE

Figure 1. The Teacher Assistance Team

Figure 1 is reprinted with permission from the Learning Disabilities Quarterly, Summer, 1979. Vol. 2.

This Project Is Producing Evidence of Effectiveness and Replicability

Inservice Facilitator Teams

A Program To Develop School-Based Planning Teams

by Charles MacArthur
and Mary Alice Wilson

NORTHAMPTON, Mass. – The Inservice Facilitator Team Program is designed to train and support teams of teachers and administrators in developing inservice programs for their own schools. It includes a training program to prepare the teams and a service delivery model to support the operation of the teams in the schools. The program was developed, beginning in 1976, by the Hampshire Educational Collaborative, with partial support from the Office of Special Education's Division of Personnel Preparation.

The Hampshire Educational Collaborative (HEC) is a consortium of small school districts in western Massachusetts, ranging in size from 5000 to 4000 students from kindergarten through grade 12. The Collaborative provides many services for the districts, such as operating special education classes for low-incidence populations, providing vocational education programs, developing new programs, applying for federal and state grants, and coordinating inservice training.

The purpose of the inservice program is to encourage professional growth for school staff with the ultimate goal of improving the educational experience of all students. Once a small program within HEC, the inservice component has grown to include inservice activity in the area of regular and special education, as well as projects in nutrition education, computer education, and energy education.

When the Collaborative initiated inservice training programs for its member districts, the staff decided to emphasize the training of teams to design their own programs, rather than planning workshops for the schools. The Collaborative does plan and run a limited number of cross-district courses that are of interest to teachers and administrators from all districts, but most inservice is now arranged by the inservice facilitator teams in each district.

The decision to rely on teams was due in part to practical concerns; it simply was not possible to respond directly to all of the inservice requests. This practical consideration has increased in importance since 1976, as the demand for inservice education has increased, partly in response to federal and state mandates concerning integration of handicapped students. A more important consideration, however, was the belief that locally initiated programs would be more relevant and better accepted by teachers and would have a greater chance of producing change. In other words, adults learn best when they are involved in and responsible for planning their own learning.

In addition, locally designed inservice programs are more apt to be integrated with other district programs and supported by administrators. New curricula and policies adopted by a school system can be dealt with as part of the inservice plan, thereby increasing opportunities for input from teachers, students, and the community. When inservice is related to local goals and concerns, it is likely to receive more active

Quality Practices in Inservice Education," a report produced by the National Inservice Network (1980), supports the principles on which the HEC Inservice Program was founded. The report concludes that inservice programs should "...be integrated into and supported by the organization within which they function,...and designed to result in programs which are collaborative,...needs-based,...accessible,...and responsive to changing needs." The importance of evaluation is also underscored.

Inservice Facilitator Teams

Inservice facilitator teams average six to eight members and include administrators, regular and special education teachers, elementary and secondary teachers, and other support staff. Membership is voluntary, and active recruiting is often needed to build a balanced team representing all major categories of staff. Participation by administrators is crucial. In the small districts of the Hampshire Educational Collaborative, each district has a single team. If the model were adopted by a large district, a team could be formed in a large high school or among a group of smaller elementary schools.

Teams meet monthly to plan inservice programs for their districts. Each team conducts needs assessments, sets overall goals, and plans and evaluates programs. Team members conduct some workshops and arrange instructors for others. To aid in locating resources, a file of materials and instructors is maintained and shared among teams. The teams also expend considerable effort on maintaining political support with administrators and the school board.

Team members are not paid, but do receive incentives such as professional recognition, released time for training and planning, friendship and support, and access to the power structure. Districts with more generous budgets might offer stipends of some sort. In any case, the program is cost-effective.

To operate effectively, the inservice facilitator teams need a network to provide continued training, support, and communication. This network is directed by an Advisory Council and a full-time inservice coordinator. The Advisory Council, composed of representatives from all teams, meets monthly to promote communication among teams and to advise the coordinator on all aspects of training and support. The current coordinator, Mary Alice Wilson, has directed the program since its inception. She was involved in developing the team concept and training the original teams. Training of new teams and new members of existing teams is now planned and conducted by a group composed of the coordinator and previously trained team members. The coordinator also arranges for continued

develop additional skills, solve common problems, and share experiences.

Besides supervising the training of teams, the coordinator meets regularly with each team to assist in planning programs, identifying resources, and maintaining support. To help locate resources for workshops and courses, the coordinator maintains a central computerized file of materials, training modules, and names of people with expertise in various areas. This resource file meets a pressing need, since teams lack the time and connections to develop extensive files of their own. Any resources that teams develop or locate are added to the central file.

The inservice program is currently preparing a booklet on how to establish a resource file by use of a microcomputer. The booklet will provide detailed procedures, including a computer program. The system was developed for cataloging inservice resources; however, it is applicable to any small file of resources or information that must be retrievable under several categories.

As the inservice program grew, the staff became aware of a need for better communication about inservice activities. To meet this need, the coordinator supervises the publication of a monthly newsletter, called INSIDE INSERVICE, on the activities of the teams, the Advisory Council, and the staff of the Collaborative. The newsletter lists inservice offerings planned by the teams, cross-district courses run by the Collaborative, and educational opportunities at local colleges and universities. Now in its third year, INSIDE INSERVICE is successful and growing (from 300 copies in 1978 to 900 in 1981). Recognizing the value of a newsletter to small organizations and the difficulty of starting one, the inservice program has produced a booklet entitled "Producing a Small Nonprofit Newsletter," which details step-by-step procedures for producing an inexpensive yet attractive newsletter.

Locally designed inservice programs are more apt to be integrated with other district programs and supported by administrators.

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A prospectus is available that describes the Inservice Facilitator Team model in more detail and responds to specific concerns of potential adopters. The prospectus outlines the essential elements of the program, minimum standards for its replication, and the materials and consultation available to support others in adopting or adapting the model.

Training Of Teams

Initial training of new teams (and new members of existing teams) is planned and conducted by a team comprised of the inservice coordinator and team members previously trained. Training is based on the following eight competencies; team members are expected to be able to:

1. Analyze the forces contributing to or impeding the development of an inservice program in the school system and to set goals for the team.
2. Conduct a needs assessment using a variety of procedures and data sources.
3. Locate and use resources appropriate to the needs.
4. Develop and maintain communication within the team.
5. Develop and maintain communication between the team and the school staff.
6. Plan, conduct, and evaluate workshops.
7. Develop and maintain political support.
8. Articulate the philosophy underlying a successful inservice program.

Training requires three or four days, spaced two to four weeks apart to allow for application of the concepts learned. Several teams are trained together. The content varies according to the needs and strengths of the participants. Specific skills of participants are utilized in the training.

The manual, "Helping Teachers Become Inservice Facilitators," is divided into eight sections corresponding to the eight competencies. Appropriate activities are selected from the numerous suggestions in the manual.

A typical sequence for four days of training follows:

Day 1: Each day is organized with some team activities (so that the team can get to know each other and learn team communication techniques) and with some cross-team activities (so that participants can begin to build cross-district networks). In addition to team building, participants learn about force field analysis and apply it to the problem of establishing inservice programs in their school districts. The other major topic covered is needs assessment. Homework for the first session includes drafting a plan for a multifaceted needs assessment.

Day 2: Participants continue team building activities and complete the force field analysis and the needs assessment plan. Techniques for locating resources and communicating with school staff are discussed. For homework, participants complete the needs assessment plan and draft a letter, announcement, or presentation to communicate with school staff about the inservice team.

Day 3. Plans for the needs assessments and communications with school staff are critiqued by the entire group. New material covers workshop techniques and inservice principles and philosophy. Homework consists of implementing the needs assessment and analyzing the results.

Day 4. The results of the needs

Evaluation

In the five years the program has been operating, inservice teams have been established in the majority of the districts belonging to the Hampshire Educational Collaborative. Evaluation has shown that the following results have been achieved:

1. Inservice planning teams have been established and have continued to function over several years, with the active participation of teachers and administrators. School systems have provided teams with financial support, given teams responsibility for the vast majority of inservice activities, and in other ways integrated teams into their organizations.
2. Inservice activities planned by the team have been rated highly by teachers for quality and relevance to teachers' needs. All activities are evaluated by participants, and the results are currently being aggregated by the inservice coordinator.
3. Administrators support and value the work of the teams. Administrators participate on all teams and their support has been critical to success. The results of a phone survey of all superintendents are being analyzed by the inservice coordinator.
4. Team members believe that the initial training was important to their success. Members have participated in training additional teams and have contributed time to the support network. A phone survey of members is being conducted to determine which aspects of the training were most useful.

Replication

In response to national needs for inservice education programs that are cost-effective and responsive to local concerns, the Hampshire Educational Collaborative is preparing its practices for replication. The model can be used to meet the inservice needs of a consortium of small districts like HEC or a single large school district. The Hampshire Educational Collaborative, in cooperation with Dissemin/Action, has prepared a prospectus that describes the model in more detail and responds to specific concerns of potential adopters. The prospectus outlines the essential elements of the program, minimum standards for replication, and the materials and consultation available to support others in adopting or adapting the model.

REFERENCE

National Inservice Network. Quality Practices in Inservice Education. Bloomington, Indiana, NIN Task Force on Quality Practices, 1980.

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WRITE TO THIS ADDRESS FOR A COPY OF THE PROSPECTUS ON THE INSERVICE FACILITATOR TEAM MODEL.

To operate effectively, the inservice facilitator teams need a network to provide continued training, support, and communication

The Assistance Team Inservice Model Succeeds In Wake County, North Carolina

By Fred J. Baars

RALEIGH, NC — The training of personnel responsible for providing instructional services to children with special needs is a necessary prerequisite to assuring all children a free, appropriate education. These personnel include special education teachers, regular education teachers, and individuals involved in providing related services to children with special needs.

Public Law 94-142 requires each state to implement a Comprehensive System of Personnel Development. As part of this effort, in 1978 the Wake County Public School System, in cooperation with the North Carolina Department of Public Instruction's Division for Exceptional Children, used EHA Part VI-D funds to develop a model program to address the personnel training needs within the local unit and, at the same time, to provide a support team at the school building level for all teachers responsible for providing services to students with special needs. This model, the Assistance Team, is described here as it was developed and as it is currently functioning. The model lends itself to replication and to the implementation of a local education agency's Comprehensive System of Personnel Development. The article will review the Assistance Team model, as well as the process used to train the Assistance Teams in Wake County's 80 schools.

The Model

The advantages of the Assistance Team model are its consistency and accessibility. Because each school has its own Assistance Team, a consistent assessment of building and individual teacher inservice needs can continue throughout the year. The team approach to planning inservice to meet assessed needs allows the school to develop a continuous inservice plan and to draw from all available sources, including the strengths of peers, local education agency services, state education agency services, institutions of higher education services, and other sources for training and technical assistance. Each Assistance Team meets regularly, according to individual school's needs, and provides an easily accessible support team for the entire school staff. The EHA Title VI-D grant made it possible to hire a staff development trainer whose role was to plan, coordinate, and implement the initial training of the teams in Wake County's schools.

The Assistance Team at each school is composed of 5 to 7 members of the faculty, representing the principal, regular education, special education, guidance, vocational education, speech, psychology, and other appropriate disciplines. Members of each team are selected by the building principal, whose leadership role is very important in assuring that the Assistance Team process fully meets its goals, which are defined in three [illegible]

1. To provide a systematic team approach to reviewing all potential referrals for full evaluation so that existing assessment capabilities are utilized appropriately for high-need students;

2. To provide a system of support to classroom teachers serving exceptional students, as well as potentially exceptional students, by offering direct technical assistance and making available inservice training as appropriate; and

3. To develop a system of needs assessment at the building level to assure that resources for inservice training are directed toward high priority needs of both general and special education teachers and related service personnel who serve exceptional students. These needs may be addressed by: (a) school-based inservice by Assistance Teams, (b) inservice for Assistance Team members; (c) identifying and securing additional sources for inservice from the local education agency, the state education agency, and other state agencies, community agencies, and institutions of higher education.

The Assistance Teams are responsible for two functions in each school. Their first function is to review all initial referrals on students experiencing difficulties in school. The team meets on a regular basis, usually two to four times per month as determined by the school's needs. Several schools have developed a written form to be completed by the referring teacher concerning the student's classroom performance, behavioral observations, academic levels, knowledge of previous evaluations, and so on. The team reviews all information presented and makes recommendations, including one or more of the following: (a) collect additional observational data by having a team member observe the student; (b) make recommendations about classroom modifications or additional teaching strategies and techniques to be implemented with the student; (c) make the recommendation not to refer to psychological services for a full formal evaluation; (d) make the recommendation to complete the Referral for Psychological Services evaluation and have the parent sign permission for the testing that is requested; (e) identify related service personnel who may be potentially involved with the student and arrange for them to be available to the school placement committee for the development of the Individual Educational Program. Each Assistance Team maintains a record of students reviewed and the recommendations made for that student. The teams' second function is to provide and/or secure inservice training and technical assistance for teachers on either a group or an individual basis.

The Process: Initial Training of Team Members

An advisory board was established for the project. Members included a representative from each of the following areas: Wake County Association of Classroom Teachers, consultant for special programs, director of special programs, director of vocational education, consultant from research and development, consultant from vocational rehabilitation services, a secondary principal, an elementary principal, an elementary special education teacher, a secondary regular education teacher, coordinator of psychological services, coordinator of guidance services, and a parent. It was the function of the advisory board to meet on a regular basis to plan, coordinate, and evaluate, with the training specialist, the provision of training to the Assistance Teams and the identification of resources for technical assistance.

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It was recommended by the advisory board that personnel from 20 schools be trained each semester over a two-year period, in order to provide all 80 schools with appropriate initial training of teams and sufficient on-site training at the building level to ensure successful implementation. Schools were identified to participate in each training session, and the principal of each school met individually with the training specialist to review a "Principal's Packet" containing: (a) an overview of the Assistance Team concept; (b) an outline of specific Assistance Team functions and goals; (c) an overview of the goals for the initial training sessions; (d) a time line for scheduled training activities; (e) instructions about identifying and selecting the members of the Assistance Team to include 5 to 7 persons from the various disciplines mentioned earlier. Principals were encouraged to serve as chairpersons of Assistance Teams.

The initial training session was conducted over a two-day period. For general information and introductory activities, the teams from all 20 schools met together. For the more specific skill-building activities, the group participated in three rotating sessions. Training topics were as follows:

1. Overview of the Assistance Team concept: Goals, function, and roles;
2. Legislation and regulations governing programs for exceptional children;
3. Requirements for implementation of a full-service plan;
4. Implementing the least restrictive environment: Approaches to mainstreaming;
5. Referrals to the Assistance Team: Simulation and role-playing activities to identify and focus on the decision-making and procedural requirements of team members.
6. Needs assessment overview: The why's and how-to's;
7. Identification of sources for technical assistance, such as: the state education agency (including regional services); the local education agency; the Department of Human Resources; Developmental Evaluation Center; mental health agencies; Project Enlightenment; and institutions of higher education.

Following the initial training, the staff development trainer met with each Assistance Team at the school. Release time was provided for team members requiring substitutes. The purposes of this on-site training were to plan presentations and training for the total school faculty; to assess the needs of the faculty; to determine meeting times; to discuss referral load for the school; and to discuss any unique needs of the individual school. Upon completion of the presentation of the model to the faculty and compilation of the needs assessment data, each school develops an annual outline of proposed staff development objectives and activities. This staff development plan is submitted to the local education agency's Department of Research and Staff Development for approval.

Dissemination

The validation of the Assistance Team model as a viable support for classroom teachers is based on the success the model demonstrated during three years of field testing in Wake County. During the 1980-81 school year, the model will be disseminated to several additional local education agencies in North Carolina. A slide-tape presentation has been developed to assist them in the process of adapting or adopting the Assistance Team model. The Assistance Team model provides a strong link between professionals with identified inservice training needs and the resources available through both the local and state Comprehensive Systems of Personnel Development.

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TEAM DEVELOPMENT

Stages of Team Development

I. Orientation

When a team meets for the first time, individual members may be asking questions like these:

- Why am I here?
- What does Inservice mean to me?
- Who are my team members?
- What are my expectations?
- What are others' expectations?
- Is Inservice worth my time?
- Do I want to spend time with these people?

These are legitimate questions[1] that can be used in forming a common bond in building the team.
(There are two activities in the Trainer's Manual for Orientation.)

II. Establishment of Norms

Since the group process model is a shared leadership or democratic model, the team will function best if certain ground rules are established and each team member assumes responsibility for implementing them.

Norms need to be established in the following areas:

- group responsibility for the functioning of the team
- responsiveness to other team members
- decision-making
- goals and expectations of the team
- commitment and participation

The Inservice team needs to decide for itself the norms it will establish. We have selected the Macroanalysis model because it deals with many of these norms in a manner consistent with our assumptions.[2]

Process

Techniques of democratic group process have evolved over the years to help groups achieve equal participation and control by all and to assure that groups are not dominated by a few individuals.

Process Roles[3]

Three specific roles have emerged: convener, facilitator, and assistant facilitator. The task of recording is the duty of the assistant facilitator, or it may be a separate role.

The convener is the person(s) who is responsible for calling the team together for the first meeting, taking ultimate responsibility for arranging time and place of meetings, and for facilitating the first few meetings.

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[1] These questions should be dealt with before proceeding to the next stage or else they will appear later; perhaps at the crucial point of making a commitment to the team.

[2] William Moyer and others, On Organizing Macroanalysis Seminars, Philadelphia, Philadelphia MacroAnalysis Collective, 1974, p. 10.

[3] Ibid.

The facilitator's task is to "chair" the meeting. This is primarily a job of facilitating group process. The facilitator should:

a) Get the meeting started on time, and suggest when it is appropriate to move on. This suggestion will usually be based on time limits, which the group has set for itself, for covering specific agenda items.

b) Be sensitive to the feelings of the group; expressions of emotion, types of questions being asked, and the general mood of the group may indicate that some variation in process is called for. (An important source of failure and frustration in a group is hidden agendas people may be holding back from the group, i.e., needs or wishes about things they wish would happen (or wouldn't happen) in the group, but which they aren't sharing with the group for any number of reasons; fear of ridicule, losing friendships, being considered conservative or too radical, etc. This can be coped with directly, by encouraging people to express where they are really at early in the first meeting, and pointing out the dangers of a persistent refusal to be really honest with the group.)

c) Carry out communication guidelines:

1. Keep reports, discussions and brainstorming sessions within agreed time limits. Remind the group when they have strayed from the agenda, perhaps by asking them if they want to return to the agenda.
2. Ask persons to paraphrase each other when communication is critical or when hearing seems not to be occurring.
3. Help everyone share in discussions; keep discussions from being dominated by a few. Be sensitive to shy people trying to talk but being cut off or intimidated by more extroverted folk. It is often good to say part-way through a meeting, "I wonder if any of the people who haven't said anything yet have something they would like to share?", or words to that effect.
4. Call for a few minutes of silence or suggest a short break when appropriate.

The assistant facilitator helps the facilitator tend to group process by:

a) Meeting with the facilitator before the meeting to plan the meeting.

b) Assuming some of the responsibilities of running the meeting, in particular, keeping track of time.

c) Being particularly aware of the group process during the meeting and making appropriate suggestions to the group.

d) Acting as "recorder" for the day.

Rotate Roles

The roles of facilitator and assistant facilitator should be filled by as many of the participants as is possible. These roles can be rotated at each meeting by having a "new" person volunteer to be assistant facilitator; this assistant moves on to become facilitator for the next session. (The "old" facilitator bows out.) Thus, at every session, a new person volunteers to be assistant facilitator for next time, and automatically becomes facilitator for the session after the next one. This gives each person the opportunity to acquire a feel for what it's like to have some special concern for the group process before taking on full responsibility.

Outline for a Typical Session [1]

A team meeting based on this model would include the following items in this order:

1) Excitement sharing	10 minutes
2) Agenda review	5 - 10 minutes
3) Choose the assistant facilitator for next time	1 minute
4) Reports and discussion	20 - 120 minutes
5) Evaluation of today's session	10 - 15 minutes
6) Plan next session	5 - 20 minutes

General Process Techniques

1. Excitement sharing. Each meeting begins with the facilitator saying something to the effect, "What is new and exciting in our lives since we last met?". Anyone who feels like it then briefly shares with the group any new and exciting experience, insight, feeling, etc. Some advantages of excitement sharing are: it helps start meetings on time since everyone does not have to be there to begin excitement sharing; since it is enjoyable, however, it encourages people to arrive on time; it helps participants to get to know each other better. Caution: One danger is that excitement sharing could go on for hours, therefore, don't go beyond an agreed upon time limit, say 10 minutes.

2. Agenda review. Near the beginning of every session, the agenda should be reviewed so that it can be changed to accommodate new ideas and different priorities. In particular, the facilitator and her/his assistant may have changed or developed the agenda that was planned at the end of the previous meeting. The agenda should be recorded on a flip chart in view of the whole group.

3. Choose the assistant facilitator for next meeting. This should be done near the beginning of the meeting so that s/he will be able to more closely observe the group process this meeting. (We don't have to choose a facilitator for next meeting because this meeting's assistant facilitator will assume that role at the next meeting.)

4. Time Limits. A major source of frustration in groups is a laissez-faire approach to the time allotted for items on the agenda. Since team members are busy people, they need to know that the meeting is moving and will be over in a predictable amount of time. Time may be allotted for socializing after the business is completed.

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[1] Ibid, p. 17

5. Evaluation of a Session. It is important to have an evaluation near the end of every meeting, not only to recognize the positive and exciting things you liked about the meeting so that you can repeat them next time, but even more importantly, to identify those things about the session which participants didn't like so that you can invent creative replacements for them for next meeting. The process of the group thinking about exciting ways to overcome negative aspects of the session can be a most rewarding time for the group. It is often helpful to brainstorm, for a few mintues, optional ways of overcoming a problem, and then try some of the more promising new ideas over the next several weeks.

During evaluation time, then, the group should brainstorm and/or talk about:

a) What was accomplished in today's session?

b) Positive and negative reactions to today's meeting. People who have negative reactions are encouraged to suggest a remedy which might be tried next time.

c) Suggestions for the next meeting which might help overcome concerns raised by negative reactions. Select out the most promising suggestions and agree on concrete proposals for future meetings. The details can be worked out by the facilitator and assistant facilitator before the next meeting.

6. Planning and preparation for next meeting. Set the agenda for next meeting. (What ground to cover and how.)

III. Coping with Conflict

A. Conflict can be seen as a natural result of the interaction of people with divergent values and opinions. From this viewpoint, conflict is an indicator that positive things are happening in the group: people are feeling free to express themselves, more than just a few members are sharing their opinions, and members are committed enough to the goals of the group to become activly involved. When viewed from this perspective, conflict is not something to be avoided or suppressed, but can be a positive force that results from good interpersonal interaction and can lead to high quality group work.

B. The Six Steps of Solving a Problem or Conflict from Effectiveness Training Assoc.[1]

Step I Defining the problem in terms of needs (not competing solutions)

Step II Generating possible solutions
Brainstorming is a process used to generate quickly from a group of people a large number of creative ideas or question on a given subject. The reporter should write all ideas down on a flip chart. There is no criticism of ideas by anyone. Consensus is not a goal of brainstorming. The process is intended to encourage people to draw on their own purely creative resources, rather than their critical-intellectual faculties.

Step III Evaluating and testing the various solutions

Step IV Deciding on a mutually acceptable solution

Step V Implementing the solution (WHO does WHAT by WHEN)

Step VI Evaluating the solution

C. Avoid starting out with solutions. Invariably, when a group has difficulty with Step III, Evaluation, or Step IV, Reaching Consensus on a Decision, the problem lies within Step I. Either the group has started out immediately with Generating Solutions ("Here's a good idea!...."), skipping Step I altogether (a surprisingly frequent happenstance), or the definition of the problem was simply not penetrating or accurate enough to generate creative solutions. When tempers flare at Step III or consensus looks impossible, the group may need to return to Step I and start the process over again.

When people's values are threatened, the conflict becomes personal. At these times the Four Step Strategy offered by Gene Stanford is a good model to use. See next page.

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[1] Thomas Gordon, T.E.T., pp. 227-234

Four Step Strategy — Gene Stanford[1]

1. Use active listening to determine what the other person is thinking and feeling.
2. Convey to the other person that you understand and accept the feelings that are reflected in the person's statement.
3. Describe to the other person your own feelings, using an "I" instead of a "you" message.
4. Negotiate a no-loose solution to the conflict.

IV. Productivity

During this stage a definite sense of group identity and cohesiveness emerges and the group is most effective both in accomplishing its tasks and in meeting the emotional needs of its members. Individual team members feel accepted within the group, trust level is high, communication is open and spontaneous, common goals lead to creative work and play, and team members accept shared leadership and responsibility.

Three of the most common group problems are: 1) distrust and fear, 2) apathy and non-participation, 3) inadequate decision-making. These problems stem from the team's neglect of the emotional needs of its members.

If you team is struggling with any of these problems, refer to Gibb's Basic Concerns of Any Group, A Shared Leadership Model (MIT) and Effective Group Process, which follow, for guidelines.[2]

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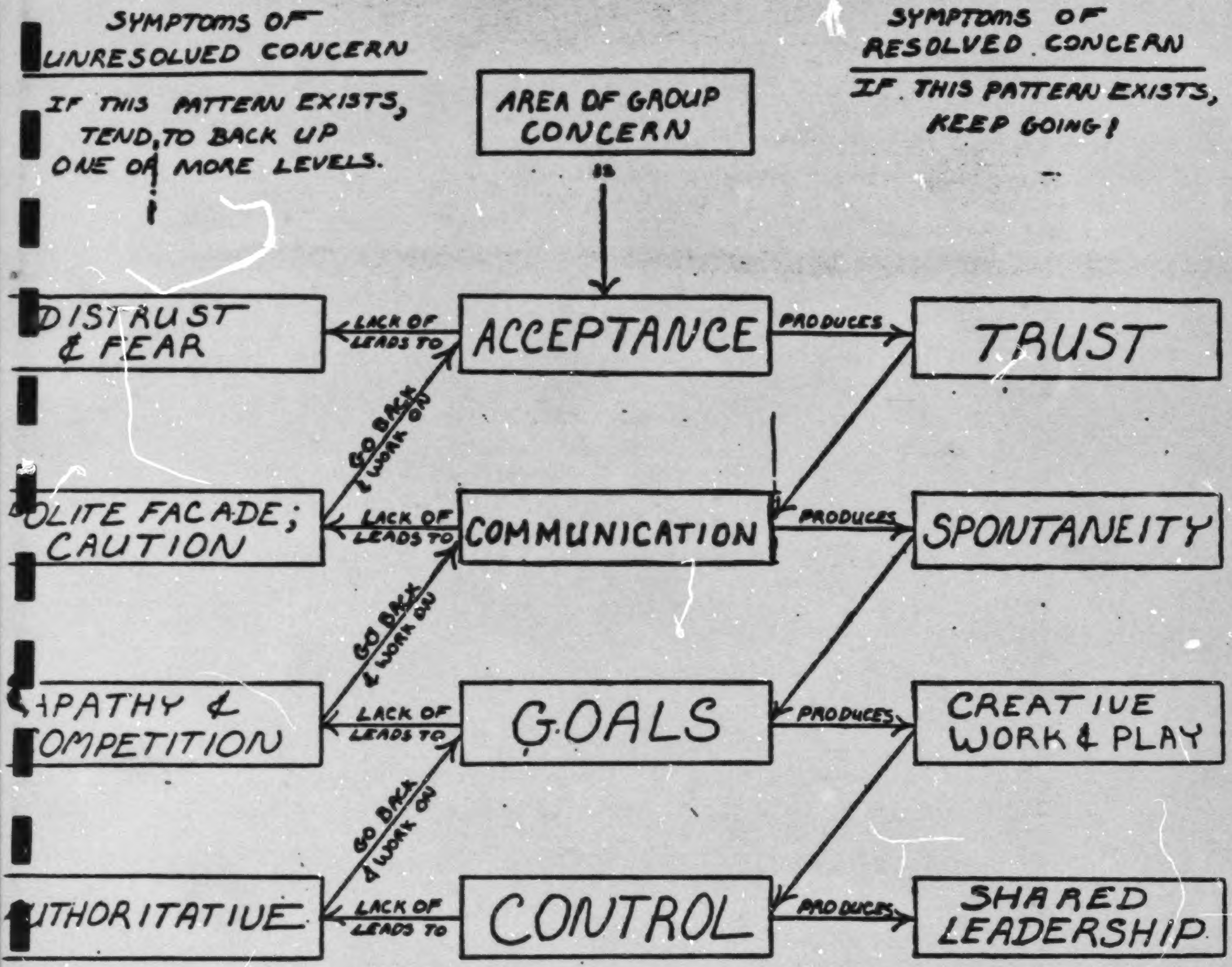
[1] Gene Stanford, Developing Effective Classroom Groups, p. 240.

[2] Charles and Morgan Camp, "Suggestions of Activities for Use by Trainer with the Gibb Model of Trust Formation."

BASIC CONCERNS OF ANY GROUP

(Trust Theory by Gibb)


SYMPTOMS OF UNRESOLVED CONCERN
IF THIS PATTERN EXISTS, TEND TO BACK UP ONE OR MORE LEVELS.
AREA OF GROUP CONCERN
IS
SYMPTOMS OF RESOLVED CONCERN
IF THIS PATTERN EXISTS, KEEP GOING!
DISTRUST & FEAR
LACK OF LEADS TO
ACCEPTANCE
PRODUCES
TRUST
GO BACK & WORK ON
OLITE FACADE; CAUTION
LACK OF LEADS TO
COMMUNICATION
PRODUCES
SPONTANEITY
GO BACK & WORK ON
PATHY & OMPETITION
LACK OF LEADS TO
GOALS
PRODUCES
CREATIVE WORK & PLAY
GO BACK & WORK ON
UTHORITATIVE
LACK OF LEADS TO
CONTROL
PRODUCES
SHARED LEADERSHIP

WHEN SYMPTOMS OF UNRESOLVED CONFLICT OCCUR (LEFT), IT IS PROBABLY NECESSARY TO WORK ON PREVIOUS AREAS. (I.E. IF THERE IS APATHY AND COMPETITION, BACK UP AND WORK ON DATA FLOW OR ACCEPTANCE.)

SYMPTOMS OF RESOLVED CONFLICT TEND TO FOLLOW ARROWS ON THE RIGHT, FROM ACCEPTANCE TO TRUST TO DATA FLOW, ETC

Handed out at a workshop given by Joan Lindemann, Newport, R. I. 1976

EFFECTIVE GROUP PROCESS

M-------------------I-------------------T

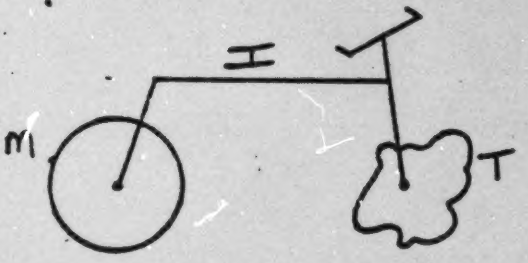
Every group that forms has an assigned or group-chosen task (T), which is its primary reason for being. A less obvious task is that of maintaining (M) the cohesiveness of the group while it goes about the accomplishing of its agenda (T). The key to success with the task is the resources of individuals in the group, and the key to success with group maintenance is attention to individual (I) relationships and individual needs of persons in the group, beginning with one's own feelings and needs.

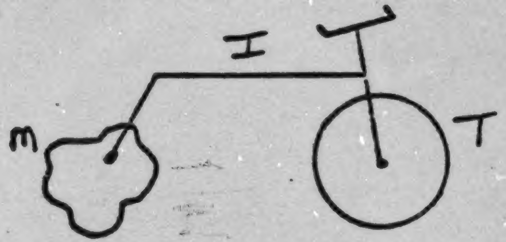
(T), then, would have to do with the agenda of the group, while (M) would have to do with the interrelations of members within the group, and then relationships between the group and an individual member. There is frequently tension and conflict between the thrust towards completion of (T) and the thrust towards (M). Obviously, all three (M —— I —— T) are closely interrelated in any group. They are separated here only in order to talk about them.

Effective group process results when both (T) and (M) are freely expressed, recognized and met by the members of the group.

It is like a bicycle:

If attention is paid only to the task (T), then one wheel is out of round.





But if attention is paid only to group maintenance (M), the other wheel is out of round.

And if no attention is being paid to the individual, particularly one's self (where am I right now? What am I feeling?) then it is hard to know if either (M) or (T) is happening effectively, or have any relationship to each other.

A
SHARED LEADERSHIP
MODEL
MIT

For an effective group process to occur, every member must pay attention to both T and M, and to the feelings and needs of individuals in the group, including one's self. Thus, every member shares in the leadership of the group, assuming different functions at different times to increase both the productivity (T) and the satisfaction level (M & I) of the group.

MAINTENANCE

Encouraging

Compromising

Reconciling differences

Observing process

Consensus testing

Supporting

Including others (Gate keeping)

Confronting

INDIVIDUAL NEEDS

What do I want from the group?

Do I feel included?

How much power and influence do I have?

Can I say what I really think?

Can I share how I feel?

Will the group care about me?

TASKS

Proposing tasks

Pointing out problems

Suggesting procedures

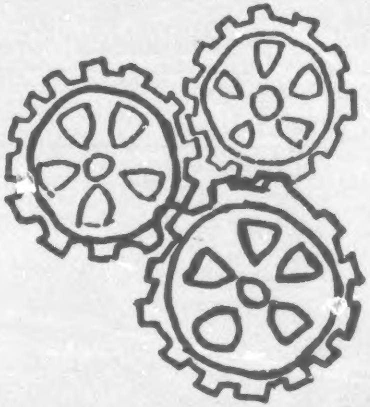
Offering facts

Expressing a position

Clarifying

Summarizing

Experimenting



For Increasing Your Skill in Working in a Group

GROUP PROCESS OBSERVATION CATEGORIES

Can you see examples of these as your group works together?

BEHAVIOR (TASK)

1. Has new ideas or suggestions
2. Asks for or gives information
3. Helps to explain better
4. Pulls ideas together
5. Finds out if group is ready to decide what to do

HELPING BEHAVIOR (MAINTAINANCE)

1. Helps people get together
2. Brings other people in
3. Shows interest and kindness
4. Is willing to change own ideas to help group
5. Tells others in good ways how they are behaving

TROUBLESOME BEHAVIOR (PERSONAL)

1. Attacks other people
2. Won't go along with other people's suggestions
3. Talks too much
4. Keeps people from discussing, because doesn't like arguments
5. Shows that he doesn't care about what's happening.

Team Development Scale by William G. Dyer

1. To what extent do I feel a real part of the team?

1	2	3	4	5
Completely a part all the time	A part most of the time	On the edge, sometimes in, sometimes out	Generally outside, except for one or two short periods	On the outside, not really a part of the team

2. How safe is it in this team to be at ease, relaxed, and myself?

1	2	3	4	5
I feel perfectly safe to be myself, they won't hold mistakes against me.	I feel most people would accept me if I were completely myself, but there are some I am not sure about.	Generally, you have to be careful what you say or do in this team.	I am quite fearful about being completely myself in this team.	A person would be a fool to be himself in this team.

3. To what extent do I feel "under wraps," that is, have private thoughts, unspoken reservations, or unexpressed feelings and opinions that I have not felt comfortable bringing out into the open?

1	2	3	4	5
Almost completely under wraps	Under wraps many times	Slightly more free and expressive than under wraps	Quite free and expressive much of the time	Almost completely free and expressive

4. How effective are we, in our team, in getting out and using the ideas, opinions, and information of all team members in making decisions?

1	2	3	4	5
We don't really encourage everyone to share their ideas, opinions, and information with the team in making decisions.	Only the ideas, opinions, and information of a few members are really known and used in making decisions.	Sometimes we hear the views of most members before making decisions and sometimes we disregard most members.	A few are sometimes hesitant about sharing their opinions, but we generally have good participation in making decisions.	Everyone feels his or her ideas, opinions, and information are given a fair hearing before decisions are made.

5. To what extent are the goals the team is working toward understood and to what extent do they have meaning for you?

1	2	3	4	5
I feel extremely good about goals of our team.	I feel fairly good, but some things are not too clear or meaningful.	A few things we are doing are clear and meaningful.	Much of the activity is not clear or meaningful to me.	I really do not understand or feel involved in the goals of the team.

6. How well does the team work at its tasks?

1	2	3	4	5
Coasts, loafs, makes no progress	Makes a little progress, most members loaf	Progress is slow, spurts of effective work	Above average in progress and pace of work	Works well, achieves definite progress

7. Our planning and the way we operate as a team is largely influenced by:

1	2	3	4	5
One or two team members	A clique	Shifts from one person or clique to another	Shared by most of the members, some left out	Shared by all members of the team

8. What is the level of responsibility for work in our team?

1	2	3	4	5
Each person assumes personal responsibility for getting work done.	A majority of the members assume responsibility for getting work done.	About half assume responsibility, about half do not.	Only a few assume responsibility for getting work done.	Nobody (except perhaps one) really assumes responsibility for getting work done.

9. How are differences or conflicts handled in our team?

1	2	3	4	5
Differences or conflicts are denied, suppressed, or avoided at all cost.	Differences or conflicts are recognized, but remain unresolved mostly.	Differences or conflicts are recognized and some attempts are made to work them through by some members, often outside the team meetings.	Differences and conflicts are recognized and some attempts are made to deal with them in our team.	Differences and conflicts are recognized and the team usually is working them through satisfactorily.

10. How do people relate to the team leader, chairman, or "boss"?

1	2	3	4	5
The leader dominates the team and people are often fearful or passive.	The leader tends to control the team, although people generally agree with the leader's direction.	There is some give and take between the leader and the team members.	Team members relate easily to the leader and usually are able to influence leader decisions.	Team members respect the leader, but they work together as a unified team with everyone participating and no one dominant.

Handed out by Pat Zigarmi, secretary National Staff Development Council,
206 Oakhill Drive, Oxford, Ohio 45056.

Table II

"Persuasive" (Authoritative) Action in Groups

The GROUP is concerned with:	YOU come at them with what they see as:	THEY respond with:
Acceptance (Membership)	Fear, distrust	Facade building, suspicion
Data-flow (Decision)	Strategy, facade	Circumvention, distortion
Goal (Productivity)	Manipulation, persuasion	Apathy, flight, cynicism
Control (Organization)	Control, bargaining	Dependency, hostility

Table III

Participative Action in Groups

The GROUP is concerned with:	YOU come at them with what they see as:	THEY respond with:
Acceptance (Membership	Confidence, trust	Trust, diversity, willingness to explore
Data-flow (Decision)	Openness, spontaneity	Feedback, exposure, consensus potential
Goal (Productivity)	Self-Assessment, problem-solving	Ego strength, creativity
Control (Organizations)	Permissiveness Interdependence	Participation

From Camp, op cit.

Team Building Exercise

Purposes: 1) to become personally acquainted with individual team members.
2) to experience functioning as a team.

PROCESS ONE (1:30 - 2:25 P.M.)

- COMPLETING TEAM ACTIVITIES

ACTIONS:

1) Team selects a task leader who facilitates the completion of all activities
2) Team selects a reporter who summarizes parts of the discussion and reports them to all workshop participants during the debrief. A form is provided
3) Team members complete Joy and Pits activity by:
   * describing days on their jobs that are considered "joyous"
   * describing days on their jobs that are considered "the pits" (i.e., dissatisfying)
   * listing some factors that lead to satisfying professional experiences

   Note: Reporter does not summarize this action.
4) Team members complete the following:
   Reporter summarizes discussion on the form titled "TEAM BUILDING."

ACTIVITY A: CRYSTAL BALL GAZING

People pause and imagine that a year has gone by. They mentally picture their schools' staff development program, including their team, as being extremely successful. They describe and share what they imagined.

ACTIVITY B: FACTORS FOR SUCCESS

Teams develop a written list of factors that explain why their staff development programs were so successful.

ACTIVITY C: SOME REALITY TESTING

Teams now list at least three potential obstacles they could face when implementing a successful program

ACTIVITY D: REMOVING OBSTACLES

Teams brainstorm ways to lessen effects of listed obstacles. Brainstorming emphasizes the generation of many possibilities while prohibiting their evaluation or criticism.

TEAM BUILDING

PURPOSE: To assist reporter in reconstructing results of Team building exercise so that results may be reported to all workshop participants

DIRECTIONS:
1) Recorder writes appropriate SUMMARY STATEMENTS for each activity under the correct column.
2) Recorder gives the completed form to a training team member

Name of School ________________________
Address ____________________________
Names of team members _________________

CRYSTAL BALL GAZING	FACTORS FOR SUCCESS	SOME REALITY TESTING	REMOVING OBSTACLES	TEAM PROCESS CHECK

THE ART OF FACILITATION

3.173

Being a Facilitator of Staff Communication

Working Paper No. 1
Fall, 1979

Louise Carnachan, M.S.W.

Definition of Facilitator

Misunderstandings often arise due to the imperfect nature of verbal communication. Most words have more than one definition, therefore what is interpreted by the listener may not have been what the speaker intended. Ergo the oft quoted statement "I know you think you understood what I said but what you heard was not what I meant." In the broadest sense of the definition, a facilitator attends to the process of communication by way of summarizing and clarifying discussion. The facilitator also attends to the group process, monitoring the group to ensure all members are allowed to express their views, develop skills and share responsibility for the success of the group.

The facilitator of a meeting has three responsibilities: to attend to the communication process, to the group process and to the meeting process.

Communication Process

Skills needed:

1. Ability to use paraphrasing. Paraphrasing is a communication technique which rewords the content of a statement.

   Example:

   Staff member: "There are five slots that we can fill for the district inservice. Nine people indicated their interest to attend the workshop last meeting. We will have to select five people to attend."

   Facilitator: "Only five of the nine people will be able to attend the inservice. We need to make a decision as to how the five will be selected."

2. Ability to use reflection. Reflection is a communication technique that attends to the "feeling" or emotional content of a statement.

   Example:

   Staff member: "I really wanted to attend that inservice and already made plans to do so. Not being selected has really upset my plans."

   Facilitator: "You're disappointed that you will not have the opportunity to attend."

3. Ability to clarify. Tylk's law states "Assumption is the mother of all foul-ups."* If a point seems vague or confusing, the facilitator can ask for clarification or further explanation.

   Example:

   Staff member: "We can make sure the applications are collected and sent in for the workshop."

   Facilitator: "I'm unclear on who will take responsibility for collecting the applications and mailing them in."

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*Dickson, Paul. The Official Rules, Delacorte Press, New York, 1978, p. 178.

4. Ability to summarize. A summary is generally given after some discussion which may involve several people. While paraphrasing and reflection are generally short statements made after one person's comment, summaries may include both paraphrasing and reflection to be a longer statement.

Example:

Facilitator: "We will not be able to send all interested people to the inservice. The selection procedure has left some people disappointed."

Group Process

Skills needed:

1. Ability to perceive body language. Many people indicate their desire to be heard by body movements. Watch for leaning forward toward the person who is speaking, facial expressions, turning away, crossing arms. Others indicate their withdrawal from the group by doing other work, looking away, moving the chair back or turning away.

2. Ability to perceive tone of voice. A person's tone of voice can indicate how well understood s/he feels. Louder and higher pitched tone of voice may indicate irritation, frustration, disagreement. Reflection is a technique that will assist the identification of feeling.

3. Ability to allow all members a chance to express themselves. Not all people are comfortable giving opinions unless they are asked to do so. Attending to the members' nonverbal communication may allow the facilitator to call on those members who might remain silent otherwise. The facilitator can solicit other group members' comments by summarizing what has been said and asking for more comments. This is particularly useful when one member is monopolizing the discussion.

4. Ability to be non-judgmental. In the purest sense, the facilitator does not add her/his opinion to the discussion. If the facilitator wishes to state an opinion, s/he should verbally step down from the facilitator's role and state "I would like to state my opinion as a group member." As a facilitator, one must attend not only to opinion statements but tone of voice or body language that implies a judgment of the discussion.

   Caution: If the goal of the meeting is open discussion, it is important for the facilitator to limit the number of opinion statements s/he makes. The facilitator can become the person "in charge" which may hamper the group's freedom to take the risk of offering differing opinions.

Meeting Process

Skills needed:

1. Ability to bring the group back on task. Long off-task conversations can lead to frustration among members who are not involved. The facilitator may summarize the last on-task content discussed to bring the group back.

2. Ability to interrupt an off-task or rambling member. There are several ways to interrupt an existing conversation, the easiest of which is to wait for a natural pause and then break in. When natural pauses are few, there are other techniques:

   a. move your body toward the person
   b. touch the person on the arm
   c. use the person's name
   d. speak in a louder voice
   e. obtain eye contact

   If these techniques do not apply or do not work, the final method of interrupting is with an assertive statement.

   Example: "I would like to hear more about that at another time, right now we need to get back to selecting participants to attend the inservice."

3. Ability to end the meeting on time. Although a good discussion may be continuing at the appointed end of the meeting, the facilitator should note that the time has ended. The decision to continue a meeting past the appointed time is a group decision, not to be dictated by the facilitator. A summary of what was discussed and what agenda items, if any, were not covered should be noted.

How to Facilitate When There is Interpersonal Conflict Between Staff

The facilitator's role when there is interpersonal conflict is still one of summarizing and clarifying with an emphasis toward problem-solving. Interpersonal conflict is often more an issue of role conflict or territoriality than actual "personality conflict." The facilitator's body language and tone of voice should be neutral and nonjudgmental.

When the problem first comes to the facilitator's attention. Often the conflict between two people will come to the facilitator's attention when one of the parties involved complains. The first step should always be the attempt to get the two parties to work out the conflict alone, unless the conflict requires clarification of policy. If it does not appear that the two parties can work together, the facilitator can suggest that s/he attend a meeting between the two. Both parties need to be informed that the facilitator will be present at the meeting.

The facilitator's role at the meeting. The facilitator should state that s/he understands that there is some difficulty and s/he is there to assist the problem-solving process. Each party then has the opportunity to express her/his viewpoint. The rule is each party has the opportunity to talk without being interrupted by the other.

Skills needed:

1. Ability to utilize paraphrasing, reflection, clarification, and summarizing. During the explanation of the problem the facilitator uses paraphrasing, reflection and clarification to ensure that the problem is understood. At the end of the problem statement, the facilitator summarizes what has been said.

2. Ability to ensure each party uninterrupted speaking time. As stated previously, this rule should be brought up by the facilitator prior to the statement of the problem. If, however, one member interrupts the other, the facilitator will need to reiterate the rule.

3. Ability to coach "I - statements." When people are upset or angry, blaming statements may be made. Blaming statements have the effect of turning the other party away from listening and problem-solving to putting together a "defense." The facilitator can assist the translation of a blaming statement to an "I - statement."

Example:

Staff Member : "You always miss meetings that we've scheduled."

Facilitator: "Can you re-state that to reflect how this affects you?"

Staff Member #1: "I feel like my time is less valuable than yours when you miss a meeting."

Caution: The facilitator must watch for "I feel" statements that contain a blaming statement.

Example: "I feel you do this on purpose."

4. Ability to facilitate speaking to each other, not to the facilitator. When people are angry it is sometimes easier to talk to a third person, ignoring the other party's presence. The facilitator can assist the direct communication between the two by hearing the statement made to her/him then saying "can you say that to (other staff member)"

Example: "Matilda never acknowledges my suggestions! It's like talking into a vacuum."

Facilitator: "Can you restate that in terms of how you feel?"

Staff Member #1: "I feel like my professional competency is in question."

Facilitator: "Will you tell Matilda how you feel?"

Staff Member #1: "Matilda, when my suggestions aren't followed I feel like my competence is in question."

Doing the problem solving. After both parties have had the opportunity to explain their views of the problem, the next step is planning problem-solving. The facilitator's role is not one of dictating the solution, but, rather, to let the parties involved develop a strategy with which they can both work. Participating in the problem-solving allows "ownership" which enhances the likelihood of the agreed upon strategy being followed. At this point, the two parties may agree to work out a strategy without the facilitator's presence. If that is the case, the facilitator may wish to request a follow-up meeting to allow the parties to evaluate the success of the strategy. If the facilitator's presence is requested during the problem-solving, there are several skills needed.

1. Ability to let the parties involved propose strategies. An open-ended question such as "what needs to be done?", "what would help the situation?", "how would you like to see the communication work?" allows the parties to propose strategies.

2. Ability to keep strategies realistic. Some strategies may require more time, energy or personal change than can realistically be expected. If the facilitator is concerned that the strategy might fail, s/he can say "what would get in the way of this working" or "can you anticipate any problems in carrying this plan out?" Make sure that the strategy is stated in positive behavioral terms, i.e., what people will do, rather than what people should not do. Attitudinal change is difficult to monitor, therefore statements such as "be less defensive" should be stated in terms of positive, observable behavior, i.e., will discuss therapy department's selection criteria for which pupils receive therapy services.

3. Ability to follow-up. Once the problem-solving has occurred, each party may have obligations to fulfill. The facilitator can ask when the proposed strategy will be put into operation and when the two parties would like to meet again with the facilitator to evaluate progress and make revisions if necessary.

Use of contracts

Contracts state behavior that has been agreed to be performed. A contract should be written in terms that both parties agree to. A date for reviewing the contract should also be noted. Each party obtains a copy of the contract. For sample contracts, see DeRisi & Butz, Writing Behavioral Contracts.*

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*DeRisi, W. & Butz, G. Writing Behavioral Contracts, Research Press, Champaign. 1975

Summary

The role of the facilitator has been discussed in two situations: during meetings and working through staff conflict. Each situation requires the facilitator to attend to the communication process. The skills needed in each of these situations have been outlined. The examples used are only what they purport to be: examples. Each person has her/his own style of communication that "fits" for her/him. While most of us use some of the communication techniques, the facilitator should be well versed in all the techniques discussed. Role play exercises, although they are not "real," assist in developing familiarity with communication techniques not normally used. The advantage to practice is the incorporation into one's repertoire of other communication techniques which are then available during the "real" situation.

ROLE PLAY EXERCISES

Role Play C-1

FACILITATOR

You have had a number of complaints about an educational assistant. Since these complaints have come to you individually and over a couple of months, you have directed the staff members to discuss their concerns with the educational assistant involved. Recently one staff member has come to you repeatedly, with the same complaint. It is apparent that s/he is unable to discuss the concern with the person involved.

STAFF MEMBER #1

You have been working with an educational assistant with whom you have had a complaint. Specifically, the assistant has not done her/his share of the toileting duties and seems to ignore some of the pupils. You have gone to the facilitator repeatedly about this problem but feel you've had no results since you have been told to talk to the educational assistant directly. You have not felt comfortable in confronting the assistant.

STAFF MEMBER #2

You have been working as an educational assistant for some months. One of the staff members you work with has seemed to be stand-offish and you're not sure what the problem is. You are somewhat irritated that the traditional non-professional jobs have been given to you, i.e. toileting.

FACILITATOR

Two staff members have come to you to make a decision regarding therapy time out of the classroom vs. classroom programming. The staff members have not been able to work the problem out by themselves and appear to be clinging to their own territories.

STAFF MEMBER #1

You are a classroom teacher. You have been having a disagreement with the therapist about the amount of time the pupils are out of the classroom for therapy. You feel there has been no attempt to schedule therapy so that it doesn't interfer with the whole-group programs you have set up.

STAFF MEMBER #2

You are a therapist. You are in this school one day per week and have scheduled therapy sessions so as to maximize your time. One teacher has been complaining about the amount of time the pupils are out of the classroom which makes you feel that s/he doesn't recognize the therapy needs of the pupils. You are ready to stop therapy with the pupils from this classroom because you are already overcommitted and there appears to be no interest on the teacher's part.

Role Play C-3

FACILITATOR

Your site has been selected for a demonstration center. You are excited about the research that could go on in a demonstration center and the recognition your staff will receive. When you propose this plan to your staff they are less than enthusiastic.

STAFF MEMBER #1

You have just heard that your site has been selected to be a demonstration center. You were promised a full time aide for your classroom which you have not yet received. You wonder why there is money for a demonstration project when you can't even obtain adequate staff.

STAFF MEMBER #2

You have just heard that your site has been selected to be a demonstration center. You feel that the district is committing you to more work and at no extra pay, just to get a name for itself.

Role Play C-4

FACILITATOR

At a recent staff meeting you announced that the district priority for discretionary funding was in-service for staff. You are pleased that staff development has finally received recognition and encouraged your staff to submit requests for in-service. It has come to your attention via the teacher lounge grape-vine, that two staff members have been particularly vocal in feeling that the use of discretionary funds for in-service is inappropriate.

STAFF MEMBER #1

At a recent staff meeting it was announced that the district priority for discretionary funds was in-service for staff. You think that in-service would be nice but takes a lower priority to obtaining the equipment you need for your classroom (i.e. prone boards, wedges, lap boards). You have been vocal to other staff about your priorities for this money.

STAFF MEMBER #2

At a recent staff meeting it was announced that the district priority for discretionary funds was in-service for staff. You are the only social worker in the district and cannot meet all the requests for consultation and services. You wonder why in-service is a priority when it is apparent that there is inadequate staff to meet needs. You have been heard complaining about this situation.

These working papers are intended primarily as informal communications to and among staff members, graduate students, and interested individuals. They may contain hypothesis, study proposals, results of a study, critiques, etc., at any state of refinement. This paper is supported in part by a Bureau of Education for the Handicapped Contract No. 300-77-0299.

FACILITATOR SELF-EVALUATION FORM

As factilitator during this meeting, please respond to the following questions based on your behavior and the behavior of the participants at the meeting.

Meeting and Group Process

Circle one

Yes/No	1. Did everyone at the meeting have an opportunity to actively participate?
Yes/No	2. Did everyone at the meeting actively participate?
	If no, what indicators were there that other members wished to have a more active role?
Yes/No	3. Did the meeting start on time?
Yes/No	If not, was the extension of the meeting mutually agreed upon?
Yes/No	4. Did the meeting end abruptly?
	If yes, what can be done differently to avoid this situation?
Yes/No	6. Was there a recorder for the meeting?
Yes/No	7. Was there an agenda?
Yes/No	8. Did you stay with the agenda?
Yes/No	If not, were new agenda items brought up by the group?
Yes/No	9. If an issue was debated without group resolution, were you locked upon to make the final decision?
Yes/No	10. When giving an opinion, was the group clear as to your role as a group member vs. group leader?
	11. How much responsibility do you feel group members took for the group? 1 2 3 4 Little Much
Yes/No	12. Was there conflict during the meeting?
Yes/No	13. If there was conflict between two people or two ideas, was this conflict addressed by the group?
Yes/No	14. Were group members interrupting each other?
	If yes, how did you handle that situation?

Communication Skills

Circle one

	1. Where you able to utilize:
Yes/No	summarizing?
Yes/No	paraphrasing?
Yes/No	reflection?
Yes/No	clarification?
Yes/No	2. Now that the meeting is over, were there instances in which you could have utilized summarizing, paraphrasing, reflection or clarification?
	Comments:
Yes/No	3. Were you aware of body language/tone of voice by group members that that indicated a wish to participate/withdraw?
	Comments:
	How did you deal with this?
Yes/No	4. Did you have an opportunity to coach "I-statements?"
	Comments:
	Now that the meeting is over, were there instances in which this technique would have been helpful?
	5. Based on this self-evaluation, what would you do differently at the next meeting?

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MAINTAINING A HELPING ATMOSPHERE

1. Don't ask questions in an interrogative, rapid-fire style.
2. Pressuring, badgering is usually counter productive.
3. Use a relaxed and quiet tone of voice.
4. Allow time to contemplate the question. Be comfortable with silences.
5. Show empathy, sensitivity, and understanding, not only in the words you use, but how you say them and the non-verbal signals you make.

THE BASIC HELPING SKILLS[1]

For Understanding

1. Listening
   a. attending
   b. paraphrasing
   c. clarifying
   d. perception-checking
2. Leading
   a. Indirect leading
   b. Direct leading
   c. Focusing
3. Reflecting
   a. Feeling
   b. Content
   c. Experience
4. Summarizing
   a. Feelings
   b. Contents
   c. Process
5. Confronting
   a. Describing feelings
   b. Expressing feelings
   c. Giving feed-back
   d. Meditating
   e. Repeating
   f. Associating

For Comfort and Crisis

1. Supporting
   a. contacting
   b. reassuring
   c. relaxing
2. Intervening
   a. Building hope
   b. Consoling
   c. Controlling
3. Centering
   a. Identifying Strengths
   b. Reviewing growth experience
   c. Recalling peak experiences
4. Refferal
   a. Persons
   b. Agencies
   c. Groups
   d. Print
   e. Media

For Positive Action

1. Problem-solving and Decision-making
   a. identifying problems
   b. changing problems to goals
   c. analyzing the situation
   d. exploring alternatives
   e. plan a course of action
   f. generalizing solutions to other problems
2. Behavior Modifying
   a. Modeling
   b. Rewarding
   c. Extinguishing
   d. Desensitizing

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[1] Brammer, Lawrence M. The Helping Relationship Process and Skills, Prentice-Hall Englewood Cliffs, NJ 1973.

THE HELPER[1]

________ Can use silence

________ Can identify strengths

________ Can ask clarifying questions

________ Can communicate strengths

________ Can hear feelings as well as words

________ Can be supportive but firm

________ Can help people feel that they are contributing

________ Can provide time (and opportunities) for others to speak

________ Can allow time for people to discover their own "reasons"

________ Can provide freedom and space to grow

________ Can make careful observations

________ Can value others - accepting while not agreeing

________ Can risk the possibility of antagonizing the other person

________ Can accept that change and growth produces anxiety

________ Can project consistency, predictability

________ Can speak with confidence

________ Can provide references and resources

________ Can "unfreeze" the context and other person

________ Can follow up

________ Can give recognition to others by asking questions, opinions, viewpoints

________ Can avoid questions which are limited to "yes" and "no" responses

________ Can initiate a sequence of questions based on the response to the first

________ Can set the tone for a meeting

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[1] Brammer, Lawrence M. The Helping Relationship Process and Skills, Prentice-Hall, Englewood Cliffs, NJ 1973

________ Can withhold judgment so the other person can make their own

________ Can collect and use hard data

________ Can help others analyze data

________ Can set ground rules

________ Can help set "next steps"

________ Can clarify feelings and behavior

________ Can shift responsibility to the appropriate person

________ Can help others predict consequences

________ Can speak in "could haves" rather than "should haves"

________ Can defuzz "fuzzy" concepts

________ Can develop a plan (analysis/strategy) before consulting

________ Can demonstrate the principles of active listening

________ Can be physically close

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[1] Based on notes from Educ. I 672: Supervision as a Helping Relationship, Dr. R. Mason Bunker, University of Massachusetts, Amherst, MA

GUIDELINES FOR LEADERSHIP IN SMALL GROUPS

Here are some practical guidelines for those in a designated leadership position in a group.

1. Keep opening remarks brief. It is necessary to see that all members are acquainted; however, the introduction of members and the topic for discussion should be kept brief. State the objectives of the session outline what is to be accomplished, and indicate how it will benefit the participants.

2. Check perceptions of group members. Ask for participant views on expectations, understanding of objectives. (Are we all clear on this?)

3. Suggest a structure for the group. Propose an approach and time frame. Modify, using group input, check for understanding (Is that O.K. with you?) before proceeding. Elements of structure may include following an outline or agenda, using a recorder and newsprint, round-robin participation, open discussion, appointing a summarizer or time-keeper, etc. All of these ideas serve to organize the group to accomplish the objective.

4. Keep the group focused on the objectives. It is normal to move into tangents from the central question. Sometimes tangents are productive and yield good ideas. You must sense when the tangent is no longer productive and pull the group back. Questions like "How does this relate to our objective? or "Have we moved off the track a bit?" May help re-focus. Even a firm "We have strayed from the topic and need to return to the question of" is a better intervention than not doing anything at all.

5. Summarize frequently. This can be done at intervals by the leader or by someone appointed to do this. Ten to fifteen minute intervals work well. "So far, we seem to have said...."

6. See that all members have an equal chance to participate. Some people are reluctant to speak out. Others can't get a word in because of several agressive individuals present. Use open question directed to the reluctant ones. Ask the others to give everyone a chance. When you direct a question to the group, let your eyes meet those who seem reluctant.

7. Thoroughly discuss all aspects of the situation. It may be tempting to move into a new agenda item after only one or two members have aired their views. This is especially important in problem-solving settings, where it is easy to move to problem analysis before the problem has been completely or adequately defined.

8. Display interest and enthusiasm. The leader needs to be aware of all of the interrelationships of ideas and information. Listening is as important for the leader as it is to group members. By maintaining eye contact with the speaker and demonstrating appropriate "attending" behaviors, you can prevent yourself from losing a grip on content while you think about process.

9. Bring the discussion to a definite conclusion. In too many meetings, members rush off without arriving at a consensus or even majority decision. The conclusion may be a summary of progress, a scan or recorded information on flip-charts, or an evaluation of the meeting. Give some finality to the event in any case. This contributes to a sense of accomplishment and purpose.

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AGENDAS

Most agendas are developed haphazardly without regard to certain rules which could, if followed, greatly improve the flow, tone and content of the meeting. Meetings can be streamlined and far more effective when the following rules are adhered to.

RULES FOR AGENDA DEVELOPMENT

1. List goals and objectives of the meeting.

2. Select items carefully, using a method for pre-screening items (such as the Proposal Agenda Item Form).

3. Set a priority to the items.

4. Order the items with consideration for group 'prime time' and with a sense of unity

5. Identify the person responsible for presenting each item.

6. Label the procedure to be used for addressing each item.

7. Schedule allocated times for each item (but don't use a timetable).

8. Make note of all participants, preparation material needed and other special reminders.

9. Use a standardized agenda form so that all of the above rules are incorporated into your agenda.

10. Send the agenda to members in advance of the meeting.

PROPOSED AGENDA ITEM FORM

Submitted by: ______________________ **Date:** ______________

Agenda Item: ______________________

For the Meeting on: ______________________

Statement of the problem:

History and Causes:

Possible Solutions:

My Recommendation:

STANDARD AGENDA

Subject: ______________________

General Goal: ______________________

Specific Objectives: ______________________

Meeting Style: ____________

Facilitator: ____________

Recorder: ____________

Those Attending: ____________

Date: ____________

Starting Time: ____________

Ending Time: ____________

Location: ____________

Meeting Preparation: ______________________

Other: ______________________

Agenda Item	Person Responsible	Procedure for Addressing	Minutes Allotted

MEETING FOLLOW-UP FORM

Agenda Item	Decision/ Action	Person Responsible	Due Date

BENCHMARKS TO MEASURE THE SUCCESS OF GROUP FACILITATION

1. People feel it was worthwhile; not just an exercise; feeling of accomplishment
2. People feel they got something out of the meeting
3. People feel that they could have done more
4. People feel they contributed something to the meeting
5. People feel they demonstrated their points of view to others
6. People wouldn't mind working together again
7. People came up with creative alternatives, options, solutions, insights, lists, descriptions
8. People are encouraged to massage ideas - asking questions, building on previous statements
9. People feel that they could have done it in less time; "next time" they say, "we'll get even more done"
10. People have made pledges to work toward certain goals or to accomplish specific tasks

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EVALUATION OF MEETING

I. Group Climate

What was the general group atmosphere? Place an × at the appropriate place on each line.

Formal ____ . ____ . ____ . ____ . ____ : Informal

Competitive ____ . ____ . ____ . ____ . ____ : Cooperative

Hostile ____ . ____ . ____ . ____ . ____ : Supportive

Inhibited ____ . ____ . ____ . ____ . ____ : Permissive

Open ____ . ____ . ____ . ____ . ____ : Closed

II. Participation

1. How did you feel about your participation during that session? Circle one numeral.

1	2	3	4	5	6
Very satisfied	Quite satisfied	Somewhat satisfied	Somewhat dissatisfied	Quite dissatisfied	Very dissatisfied

2. Check a place on each scale that shows how you think others participated:

All people talked ____ .1 ____ .2 ____ .3 ____ .4 ____ .5 ____ Only a few talked

All members involved ____ .1 ____ .2 ____ .3 ____ .4 ____ .5 ____ All members uninvolved

All resources used ____ .1 ____ .2 ____ .3 ____ .4 ____ .5 ____ Group failed to use most resources

The following questions on patterns of communication are best suited for an observer:

1. Who talks? For how long? How often?

2. Whom do people look at when they talk?
   a. Single persons: possibly potential supporters
   b. The group as a whole (scanning)
   c. No one

3. Who talks after whom, or who interrupts whom?

4. What style of communication is used (assertions, questions, tone of voice, gestures, etc.)?

III. Group Effectiveness

The following questionnaire measures participant's reactions to a meeting.

Mark an × after each item in the box that best shows your reaction to this meeting.

	AGREEMENT		DISAGREEMENT	
	Strong	Mild	Mild	Strong
1. The results of this meeting were worth the time.	( ) YES!	( ) yes	( ) no	( ) NO!
2. I was given adequate opportunity to state my beliefs about subjects discussed by the group.	( ) YES!	( ) yes	( ) no	( ) NO!
3. Our meeting was efficient.	( ) YES!	( ) yes	( ) no	( ) NO!
4. I am satisfied with the attention and consideration that others gave to my ideas and opinions.	( ) YES!	( ) yes	( ) no	( ) NO!
5. We wasted too much time in this meeting.	( ) YES!	( ) yes	( ) no	( ) NO!
6. The group effectively used my knowledge of the subjects discussed.	( ) YES!	( ) yes	( ) no	( ) NO!
7. The most important topics were never discussed.	( ) YES!	( ) yes	( ) no	( ) NO!
8. I had adequate opportunity to influence our conclusions and decisions.	( ) YES!	( ) yes	( ) no	( ) NO!

Fifteen Years of Improving Schools

The NETWORK: What It Is and Where It's Been

The NETWORK, Inc., is a private, nonprofit corporation located in Andover, Massachusetts, 25 miles north of Boston. Our business is to enhance learning and to strengthen and improve the systems designed to foster such learning -- in schools, public agencies and organizations, private businesses, and other instititutions. Most of our work has been devoted to improving schools and the management systems that support them.

Launched in 1969, The NETWORK -- then the Network of Innovative Schools -- was among the forerunners of the many educational organizations attempting to apply R&D knowledge to practice and to develop new communication channels among educators. The focus in those early days -- as now -- was to promote and support school improvement.

From the beginning, all Massachusetts schools were invited to join The NETWORK as a means of improving their educational programs. The goal was not only to help solve their immediate problems; the purpose was also to assist teachers, administrators, and other educational personnel in gaining new insights and developing their problem solving skills.

From a small network in the early seventies, The NETWORK has grown into an organization nationally known for its training, research, dissemination, consultation, and technical assistance services in the fields of education, management, and nutrition and health. The staff now includes over 30 professionals, as well as scores of highly respected national and international consultants.

The NETWORK is committed to a strong belief in the effectiveness and cost-efficiency of active collaboration around common problems. Throughout our fifteen year history, we have collaborated with state education departments, educational organizations, colleges and universities, research and development laboratories and centers, federal agencies, and private businesses. The purpose of such collaboration has been -- and continues to be -- to define problems, find solutions, and help educators and policy makers use what they have learned to improve education and enhance learning in children and adults.

Guiding Principles: The NETWORK Approach

A unique feature of The NETWORK's approach to enhancing learning is its conscious mix of research and service projects. The organization has successfully assembled a balanced collection of major research and evaluation projects that complement and strengthen its ongoing service and technical assistance work.

This combination of research and service is designed to support a basic tenet of The NETWORK -- educational research can be translated into practice and, in turn, practical experience can inform research. Research in school improvement, vocational and special education, educational technology, and teacher incentives, for example, have complemented technical assistance work in helping educators and policy makers adopt validated programs; develop model programs in basic skills, special needs, and educational equity; design more effective and efficient management systems; and develop and implement appropriate policies and regulations.

The continuous interaction of The NETWORK's research, technical assistance, and dissemination activities has resulted in an approach to school and educational improvement that reflects the changing realities of schooling and the organizations that support it, as well as the latest relevant findings from research.

Briefly, the approach of The NETWORK is to:

- involve the people responsible for carrying out the solutions in defining the problems;
- begin with the immediate problems as they are experienced by the individuals identifying them;
- explore alternative ways of understanding the problems;
- develop creative approaches to solving problems;
- provide an array of workable techniques and ideas for people to choose from, and help them develop their own ideas;
- translate cloudy and sometimes conflicting research into clear statements upon which it is possible to act, applying the best current knowledge;
- provide targeted training so that the new ideas and techniques that have been selected or developed can actually be put into practice;
- help individuals make adjustments in the solutions they develop or adopt; and
- foster collaboration among those involved in the improvement effort.

Using this approach, we work cooperatively with state education departments, teacher associations, colleges and universities, and a variety of other education actors to bring the very best knowledge and expertise to schools.

NETWORK Services

The NETWORK provides a wide-ranging combination of services, all tailored to the individual needs, interests, and personnel of the organization seeking assistance. NETWORK services include the following:

• TECHNICAL ASSISTANCE

NETWORK staff provide comprehensive, client responsive assistance in the form of training, workshops, seminars, individual assistance, and consultation to clients in nearly every state of the union at the local, state, and federal levels. Subject areas range from basic skills instruction to educational technology to educational equity, with a common focus on school improvement and the successful management of change.

The NETWORK is nationally recognized for the assistance it provides in implementing new programs, practices, and policies and in managing a variety of change and improvement efforts. In Massachusetts alone, the Massachusetts Facilitator Project has assisted 1,227 schools to adopt NDN programs, training 4,043 teachers and affecting 104,236 students. Similarly, all the state education departments in the northeast are assisted in providing services to the handicapped by the Northeast Regional Resource Center, a collaboration between The NETWORK and Trinity College in Burlington, Vermont.

• RESEARCH

The NETWORK engages in a number of research projects designed to learn more about how to support school improvement and to enhance learning in children and adults. All research projects reflect knowledge gained through practical experience as well as from the research expertise of NETWORK staff. In turn, the findings from all research projects are directly applied to our technical assistance, dissemination, evaluation, and development efforts.

Our recently completed school improvement study, for example, involved visiting nearly 150 schools, contacting 4,000 educators, and conducting in-depth case studies of ten state education agencies throughout the country. The findings of this study represent the latest and most up-to-date knowledge on school improvement and the conditions that are most likely to ensure its success. We are currently integrating this knowledge into our technical assistance work as well as disseminating it to our colleagues in the field.

• DISSEMINATION & INFORMATION SERVICES

The NETWORK actively disseminates the findings of its projects and incorporates the needs, interests, and ideas of practitioners and other information users in our information and materials development and distribution. Our school improvement newspaper, School Notes, is distributed to over 16,000 educators and policy makers and each of our projects includes a substantial dissemination effort, many of which involve extensive nationwide distribution.

Information services are available to respond to a broad array of information requests concerning education, learning, management, and change. Our staff are expert in analyzing and synthesizing research findings and education-related policies and regulations and in translating them into language and formats of interest and use to a variety of audiences.

The collaborative nature of The NETWORK also ensures that requesters of information will be put in touch with appropriate organizations and individuals across the country. We highly value "networking" our clients with each other and with our professional colleagues and have therefore developed communication channels and networks to assure that information and ideas are shared continuously.

• EVALUATION

NETWORK staff provide a variety of evaluation-related services. Using a collaborative approach, we assist educators and policy makers to identify evaluation priorities, develop evaluation designs and instruments, collect data, analyze results, produce evaluation reports, pursue validation, and make recommendations for program improvement. The NETWORK is particularly known for its work with projects seeking validation by the National Diffusion Network's Joint Dissemination Review Panel (JDRP).

• PRODUCT DEVELOPMENT

A variety of products, materials, and software are available through The NETWORK, reflecting the range of research, technical assistance, and dissemination activities conducted by the staff. A products and publications list is available upon request.

Writing, editing, and product development services are available to help individuals and groups with the development of reports, training manuals, manuscripts, proposals, newsletters, brochures, and other descriptive and promotional materials. The NETWORK has equipment for graphic arts design and production of camera-ready materials.

• INTERNATIONAL R&D

The NETWORK has been involved in the development and implementation of an International School Improvement organization under the aegis of the Organization for Economic Cooperation and Development. We are currently involved in a number of joint international R&D projects and are active in strengthening the formal and informal ties among educators around the world. Educators from Europe, Australia, and the Near East serve as consultants to The NETWORK and exchange materials and ideas with NETWORK staff on a regular basis.

Current NETWORK Projects

The NETWORK is currently conducting a variety of research and technical assistance projects. These include:

- Applying Technology to Secondary School Writing (QUILL II): a project to develop, field-test, and evaluate a microcomputer-based program designed to improve secondary student writing ability; the program includes software tools and a teacher training program; it was selected recently as one of twelve technology demonstration projects in the country by the U.S. Secretary of Education;
- "Best Bet" Progam: part of a national school improvement effort to establish that "Effective Schools Are America's Best Bet," involving the NIE-funded educational laboratories and centers, the American Association of School Administrators, and the National School Board Association; Best Bet provides practical information on school improvement and the effective use of educational technology to New England school districts;
- Bilingual Education Demonstration Model: a project to design a validation system for Title VII bilingual practices and programs, gather information about exemplary bilingual projects, and design technical assistance for bilingual projects;
- Center for Effective Communication: focuses on effective writing practices and programs and the efficient and effective management of such programs; provides in-depth, specially tailored workshops in all aspects of writing as well as consultation on writing, listening, and speaking programs; it offers a broad range of presentations and publications dealing with effective writing and writing programs;
- Diffusion of Innovations in Library Information Science: designed to study the variations in library innovations, particularly on-line searching, bibliographic utilities, and output performance measures, and to document the various stages and factors involved in adopting and incorporating these innovations (with King Research, Inc.);

- Dissemination Model Assistance Project (DMAP): assists four states (Connecticut, Delaware, North Carolina, and Vermont) in developing and disseminating "promising practices" in the field of special education; provides training, workshops, materials, and other assistance to state education agencies implementing P.L. 94-142, particularly in the areas of dissemination and adoption of proven practices;

- IEPs Faster and Better (IFB): provides an inservice software and training package for special education recordkeeping; IFB was developed exclusively for special education administrators in Massachusetts to meet Mass. Chapter 766 as well as P.L 94-142 regulations; it produces complete IEPs and accurate state and federal reports (with Scanlon Information Systems);

- Massachusetts Facilitator Project (MFP): part of the National Diffusion Network; MFP provides assistance to Massachusetts schools in selecting and installing programs validated as effective; during the last decade, MFP has assisted over 1,200 Massachusetts schools to adopt 68 exemplary practices and programs;

- National Adult Literacy Project (NALP): provides dissemination and technical assistance to strengthen local literacy programs, conducts and supports research and development investigations in adult literacy, and collects and disseminates information on literacy issues (with Far West Laboratory for Educational Research and Development);

- National Assistance Project for Special Education Technology (NAPSET): includes a complete system of technical assistance to provide the information and technical support needed to assist local districts throughout the country in implementing their plans for the use of technology in the education of handicapped children;

- New England Center for Equity Assistance (NECEA): serves as the New England part of a national system of desegregation assistance centers established to assist schools in eliminating sex discrimination and stereotyping; provides consultation, workshops, dissemination, model program development, and linkage of local, state, regional, and national groups and organizations committed to improving sex equity;

- Northeast Regional Resource Center (NERRC): serves as one of six resource centers in the country, assisting the Northeast state departments of education in implementing P.L. 94-142; NERRC provides training, consultation, information retrieval, and the identification, verification, and dissemination of successful special education practices (with Trinity College, Burlington, Vermont);

- NutriWork^{sm}: develops and provides nutrition education programs, workshops, and seminars for business and industry; it includes Nutri-Count^{sm}, a computerized nutritional profile that provides personalized evaluations of employees' diets;

- Pilot Teacher Project: designed to develop in collaboration with the Concord, Massachusetts, school district a teacher incentive system based on teachers becoming QUILL facilitators and thus assisting other schools to adopt the QUILL program;

- Project Outside/Inside: provides a validated model for a nutrition/health education program designed for health education teachers and other educators in public, private, and parochial schools;

- QUILL: Microcomputer-based Writing Activities (QUILL I): designed to develop, field test, evaluate, and disseminate a set of microcomputer-based tools and activities that promote writing; based on recent research on the composing process, QUILL provides tools to help young writers and offers environments to encourage writing (with Bolt, Beranek and Newman, Inc.);

- Role of Incentives and Rewards in Implementation of a Technological Innovation (I&R): studies the effects of teacher incentives and rewards in implementing a microcomputer-based writing program; it examines how available teacher rewards and incentives interact with the characteristics of the support system, school, classroom, and students to influence the implementation of an innovation;

- Study of ERIC Use by Information Service Providers (ERIC): studies ERIC (Educational Resources and Information Center) use by libraries and other users so that ERIC products can become more responsive to users; provides policy recommendations regarding improvements in ERIC products and services;

- Taking Action for Title IX (The Game): designed to develop and field-test a simulation game as a training package to equip local equity advocates with skills needed to implement Title IX and other equity concepts in schools; and

- Teaching Strategies for Transition from Native Language to English as a Second Language: studies how children who do not have English as their primary language acquire the requisite skills rapidly and move into the mainstream instructional system in a school.

Together, these projects represent the current work and areas of expertise of The NETWORK. Information, services, and assistance are available in all areas upon request.

For further information, please contact:

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